

UNITED STATES GOV

Memorandum

TO : MR. W. C. SULLIVAN

DATE: 1-26-62

FROM : D. J. BRENNAN

SUBJECT: "MASTERS OF DECEIT"

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach ☒ _____
Evans ☒ _____
Malone _____
Rosen _____
Sullivan _____
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During the time the South America Assessment Team (SAAT) was in Venezuela, the U.S. Army Attache, Lieutenant Colonel [] advised the team that he was endeavoring to obtain 500 copies of the Spanish language version of "Masters of Deceit" for the Venezuelan Army. The Attache has furnished the Venezuelan Army various anticommunist material for use in indoctrinating the Army on the communist threat. Among the items he has given the Venezuelans from time to time was a copy of the Spanish language version of the Director's book, "Masters of Deceit." According to the Attache, the Venezuelan Army officers who saw that book were greatly interested in it and inquired if he could obtain 500 copies of it for distribution in the Venezuelan Army. The Attache further stated that he was endeavoring to obtain those copies through the U.S. Information Agency in order to give them to the Venezuelans.

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This incident further highlights the importance which has been given the Director's book in Latin America since it has been published in Spanish.

ACTION:

The above is submitted for information.

1-Mr. Belmont
1-Mr. DeLoach
1-Mr. Sullivan
1-Liaison
1-Mr. Papich
1-Mr. Ferris
1-Bufile on SAIT (62-107293)

REC- 41

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EX 101

CRIME RESEARCH

REC-33

62-104297-2531

February 6, 1962

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Market and Hunter Streets
Stockton, California

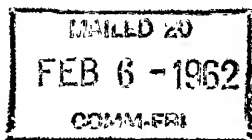
Dear Sir:

Your card postmarked January 29, 1962, has been received.

This Bureau does not have copies of "Masters of Deceit" available for distribution. It can be obtained from the publisher, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York. This book sells for \$5.00 per copy.

Very truly yours,

John Edgar Hoover
Director



SAW:nlb
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MAIL ROOM ☐ TELETYPE UNIT ☐

THE PUBLIC LIBRARY
STOCKTON & SAN JOAQUIN COUNTY - STOCKTON, CALIFORNIA

GENTLEMEN:

January 26~~1958~~ 1962

May we please have 2 ~~copy~~ copies of your publication
noted below? Thank you.

Hoover, John Edgar - Masters of deceit - Holt - 1958

This was listed in _____

If any charge, kindly
notify before shipping.

by md

ORDER

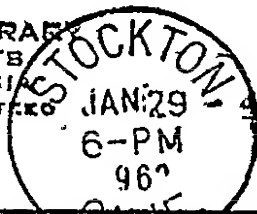
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THIS SIDE OF CARD IS FOR ADDRESS

29. Federal Bureau of Investigation
Department of Justice
Pennsylvania Avenue at 9th, Nw
Washington, D. C.

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FBI

CORRESPONDENCE
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REC-33

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February 7, 1962

Mr. [redacted]
Trade Sales Manager
Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

Dear Mr. [redacted]

I am sending you a copy of a letter I received
from Mrs. [redacted] advising that she has been unable to
secure "Masters of Deceit" in San Marcos, Texas. I
thought you would be interested in knowing of this situation.

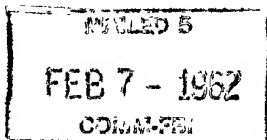
Sincerely yours,

Clyde Tolson

Enclosure

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UNITED STATES GOVERNMENT

Memorandum

TO : Mr. Mohr

DATE: 2-5-62

FROM : C. D. DeLoach

SUBJECT: VETERANS OF FOREIGN WARS (VFW)
MIDWINTER ENCAMPMENT

Tolson ☒
 Belmont ☒
 Mohr ☒
 Callahan ☒
 Conrad ☒
 DeLoach ☒
 Evans ☒
 Malone ☒
 Rosen ☒
 Sullivan ☒
 Tavel ☒
 Trotter ☒
 Tele. Room ☒
 Ingram ☒
 Gandy ☒

For record purposes, I spoke to 300 leaders of the VFW at their midwinter encampment at the Sheraton-Park Hotel this morning on the subject of communism. The Commander-in-Chief of the VFW, [REDACTED] has been very cooperative this year and as a matter of fact has purchased over 400 copies of the standard edition of "Masters of Deceit" to give to various friends in his travels throughout the United States. In introducing me, [REDACTED] was most commendatory of the Director and the personnel of the FBI. I replied in my introductory remarks.

Just prior to my speech, a medal was given former Special Agent Leon Turrou. He was described as a "former FBI official," a Colonel in the U. S. Army Reserve and a VFW Post Commander in Paris, France. His record is, of course, well known to those within the FBI as having been dismissed with prejudice. Turrou has obviously hoodwinked the VFW members into believing he was formerly one of our officials. The medal was given because of his work in the VFW in Paris, France.

During my talk, I took the liberty of commending the VFW in the State of Indiana and a number of other states because of their excellent programs in the teaching of communism throughout the school system. This group has done an excellent job in promoting the sales of the Director's book, "Masters of Deceit," and seeing to it a copy is placed in every high school in the state. This campaign has mostly been carried on by [REDACTED] former U. S. Attorney, who are both VFW leaders in Indiana.

ACTION:

For information.

1 - Mr. Jones

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GREATER GADSDEN HOUSING AUTHORITY

ADMINISTRATION BUILDING

SIXTH STREET AT TUSCALOOSA AVENUE

GADSDEN, ALABAMA

24 January 1962

Mr. Tolson ☒
Mr. Belmont ☒
Mr. Mohr ☒
Mr. Callahan ☒
Mr. Conrad ☒
Mr. DeLoach ☒
Mr. Evans ☒
Mr. Malone ☒
Mr. Rosen ☒
Mr. Sullivan ☒
Mr. Tavel ☒
Mr. Trotter ☒
Tele. Room ☒
Mr. Ingram ☒
Miss Gandy ☒

PERSONAL

The Honorable J. Edgar Hoover, Director
Federal Bureau of Investigation
United States Department of Justice
Washington, D. C.

Dear Mr. Hoover:

One of the nicest presents that I received for Christmas was the autographed copy of "Masters of Deceit" from you, which was delivered by Agent [redacted] of Gadsden. I have waited until I had an opportunity to read the book before writing to thank you, and want to add my compliments on a masterful job that has been done by you. This book should, in my opinion, be read by every American.

It has been my privilege to work with and know intimately [redacted] the senior FBI Agent in this area and his associate, [redacted]. They are dedicated men, who reflect credit on you and the Bureau. I have had the occasion to visit in the home of each of them, and have entertained them in my home. They are both men of high caliber, who participate and contribute to a better community life.

It has also been my pleasure to know and be associated with the Special Agent in Charge of the Birmingham office, Mr. Thomas Jenkins, who has now been transferred to Charlotte, North Carolina. He too, is a dedicated and highly respected person who lends credit to the Bureau and its work.

It is unfortunate that Agent [redacted] has been involved in the recent shooting while engaged in the line of duty in the attempt to capture a fugitive, who was armed and considered dangerous. It is more unfortunate that this incident occurred at this particular time, when the Sheriff of this County and the Solicitor are in or will be in a political race to retain their offices in the Spring of this year. Both have made

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The Honorable J. Edgar Hoover, Director

Page -2-

24 January 1962

statements to the press which, in my opinion, are irresponsible and smack of local politics. I can assure you that the vast majority of the people of this City and the surrounding area feel that the incident was unavoidable, and honestly believe that [redacted] was performing his duty as an Agent of the finest law enforcement agency that the world has ever known. This incident in no way will jeopardize the respect and position of the FBI in this area.

Thanking you again for your thoughtfulness in sending me the autographed copy of the "Masters of Deceit", and I assure you that it will be placed in a place of prominence in my library.

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Sincerely yours

[redacted]

Executive Director

WBM/sh

62-1477-2533 January 29, 1962

Mr. [redacted]
Executive Director
Greater Gadsden Housing Authority
Sixth Street at Tuscaloosa Avenue
Gadsden, Alabama

Dear Mr. [redacted]

Your letter of January 24th was very considerate, and I sincerely appreciate your kindness in giving me the benefit of your observations and comments concerning the matter you discussed. I am aware of the splendid relationship which exists between my associates and you, and the action you have taken in this instance is another example of your thoughtfulness and cooperation.

Please accept my thanks for your generous remarks regarding my book, "Masters of Deceit." It was written in the hope that it would become a primer for those interested in learning more about the true objectives and aims of the communist conspiracy. Evaluations such as yours are most reassuring for they are an indication that my purpose is being achieved.

Sincerely yours,
L. Edgar Hoover

- 1 - Birmingham - Enclosure
- 1 - Special Investigative Division - Enclosure

NOTE: On 1-25-62 SAC Thomas J. Jenkins, Charlotte, telephonically advised Inspector [redacted] that Jenkins had received a copy of Mr. [redacted] letter to the Director. SAC advised that [redacted] is a highly important SAC contact of the Birmingham Division, where Jenkins was formerly SAC, and has been very friendly to that office. He is very close to Congressman Rains and could probably be of assistance in the matter involving SA [redacted]. Mr. [redacted] is on the Special Correspondents' List.

HHA:blc

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HOLT, RINEHART AND WINSTON, INC. • PUBLISHERS

383 MADISON AVENUE...NEW YORK 17, N. Y.

Trade Department

GENERAL	Mr. Tolson
	Mr. Belmont
	Mr. Mohr
	Mr. Callahan
	Mr. Conrad
	Mr. DeLoach
	Mr. Evans
	Mr. Malone
	Mr. Rosen
	Mr. Sullivan
	Mr. Tavel
	Mr. Trotter
TEXTBOOKS	Mr. Ingram
	Miss Gandy
MAGAZINES	

January 29, 1962

Mr. Clyde Tolson
Federal Bureau of Investigation
United States Department of Justice
Washington, D. C.

Dear Mr. Tolson:

We enclose a Thermofax copy of a letter dated January 12 from Mr. [redacted] of the Los Angeles City Board of Education requesting permission to quote from MASTERS OF DECEIT in the teaching guide AMERICAN IDEALS AND INSTITUTIONS: Foundations of Freedom.

We are also including the mimeographed copy of Sections I and II in which the material they wish to use is indicated by brackets or underlining in red. The selections from MASTERS OF DECEIT starts on page 43, and we have made Thermofax copies; so it will not be necessary for you to return this mimeographed material.

We await word from you as to whether this is acceptable to Mr. Hoover.

Sincerely,

[redacted signature box]

Permissions Department

lz:s

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EX 101

25 FEB 7 1962

CRIME RESEARCH

ENCLOSURE ATTACHED

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APPROVAL COPY

AMERICAN IDEALS
AND
INSTITUTIONS

LOS ANGELES CITY SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
Publication No. GC-
1961

62-104-277-2534

Quotation for

FRONTISPIECE

God grant that not only the love of liberty but a thorough
knowledge of the rights of man may pervade all the nations
of the earth. . .

Benjamin Franklin
from Letter to David Hartley, Dec. 4, 1789

62-104277-2534
ENCLOSURE

FOREWORD

WE HOLD THESE TRUTHS TO BE SELF-EVIDENT. . . The Creed of the Los Angeles City Schools, which appears in the 1961 Revision of Point of View, is a reflection of the truths stated in the Declaration of Independence. These truths are a part of the American heritage, transmitted to us from the founders of our nation through the schools and other social agencies. That the schools accept and fulfill their responsibility for the instilling of American ideals is reaffirmed by this statement from Point of View:

"The Los Angeles City Schools are dedicated to the building of loyalty to America, its ideals, and its institutions. We stand for positive instruction toward a belief in the ideals and processes of American democracy and toward a clear understanding of totalitarian ideas and methods which are contrary to the principles of freedom. Our aim is a loyalty demonstrated by intelligent thought and action and rooted in an understanding of the values underlying our way of life. . ."

The success with which we develop this loyalty to America is a matter of common concern—a concern of teachers in all subject fields, from kindergarten through college and adult school. It is also a concern of all other school personnel and of all parents. Only as we are successful will our country be safe from the threats of internal subversion and of communist aggression and will we be in a position to aid freedom-loving people throughout the world.

THE RAMPARTS WE WATCH. . . Heightened community interest in the role of the schools in fostering the development of democratic values and in teaching about the menace of communism is a natural outgrowth of the times in which we live. This interest is evidence of the importance of public education. It is recognized that schools constitute one of society's most vital resources in social and political crises.

Teachers and school administrators share this heightened interest in the teaching of our American heritage and in defending it from the dangers of subversion and from communist aggression. Instruction keeps pace with interest, and these aspects of the curriculum are now receiving an even greater emphasis in classrooms at all levels. Interest of educators is a reflection of the concerns which affect all of us as citizens, and the contributions of public schools at this time once more illustrate their historic role in American democracy.

• AMERICAN IDEALS AND INSTITUTIONS will assist teachers as they continue to fulfill their primary responsibility of developing and strengthening in pupils their love of country and belief in its ideals and institutions. This publication will also assist in fulfilling the parallel responsibilities (1) of teaching pupils about the threats to their American heritage; (2) of developing attitudes and practices which will enable them successfully to combat ideas, practices, and pressures which are alien to the American tradition; and (3) of preparing them to aid in the defense of their country. Within the framework of the curriculum of the Los Angeles City Schools there are many opportunities to guide learning in a manner that will strengthen the defense of our freedoms.

Teachers and administrators also accept the responsibility of providing instructions about the men and women who have made America great, and about the institutions which have their foundations deep within the idealism which constitutes America. Teaching about the structure of our social and economic systems; our form of government; and the implications of totalitarian systems is imperative.

Providing opportunities for pupils of all ages and levels of ability to practice democracy is an obligation that the schools recognize, accept, and fulfill.

WE MUTUALLY PLEDGE that we will preserve and transmit our American heritage of personal dignity and worth, that we will maintain those institutions which reflect our ideals and traditions, and that tyranny in any form shall not become a part of our way of life.

[Redacted Signature]

Superintendent of Schools

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ACKNOWLEDGMENTS

Copy to be prepared before transmitted
to associate Superintendents.

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SECTION I: OUR AMERICAN IDEALS AND INSTITUTIONS: OUR RESPONSIBILITIES TO THEM

QUOTATION

INTRODUCTION

The American heritage continues to be a vital force only as long as each generation reaffirms our basic principles and ideals in thought and action.

Each person has an inherent worth and dignity as an individual.

Man has certain inalienable rights, among which are life, liberty, and the pursuit of happiness.

All men are created equal.

In our government, sovereignty resides in the people.

In our democracy, government exists to serve the people.

An enlightened public opinion is essential to the proper functioning of our democratic republic.

The majority governs, but that the minority has rights which must be respected.

In a republic, elected representatives carry out the wishes of the voters.

The rights of the individual are guaranteed by laws which limit the power of the government.

The government of the United States is based on law and not on men.

The people have the right to reform or alter their government by lawful means.

Under the American system of justice, a man is innocent until proven guilty.

SECTION I: OUR AMERICAN IDEALS AND INSTITUTIONS: OUR RESPONSIBILITIES
TO THEM (continued)

The American economic system is based on the belief in a free economic society.

Our government honors the commitments it has undertaken with other governments.

National unity may be achieved without relinquishing American ideals of a free society of creative individuals.

The general welfare is promoted by individuals joining together in voluntary groups as well as by government action.

SECTION II: THREATS TO OUR AMERICAN IDEALS AND INSTITUTIONS

QUOTATION

INTRODUCTION

THE THREATS PRESENTED BY INDIVIDUAL CITIZENS

THE THREAT OF SUBVERSION

THE THREAT OF WORLD COMMUNISM

DEMOCRACY VS COMMUNISM

SECTION III: LEARNING EXPERIENCES AND OPPORTUNITIES

QUOTATION

INTRODUCTION

LEARNING EXPERIENCES AND OPPORTUNITIES RELATING TO OUR AMERICAN IDEALS AND INSTITUTIONS

The American heritage continues to be a vital force. . .

Each person has an inherent worth. . .

Man has certain inalienable rights. . .

All men are created equal. . .

In our government, sovereignty resides. . .

In our democracy, government exists. . .

An enlightened public opinion. . .

The majority governs. . .

In a republic, elected representatives. . .

The rights of the individual are guaranteed. . .

The government of the United States is based on law. . .

The people have the right to reform or alter. . .

Under the American system of justice. . .

The American free economic system. . .

Our government honors the commitments. . .

National unity may be achieved. . .

The general welfare is promoted by individuals. . .

SECTION III: LEARNING EXPERIENCES AND OPPORTUNITIES (continued)

ART AND THE AMERICAN HERITAGE

MUSIC AND THE AMERICAN HERITAGE

PRACTICAL ARTS AND THE AMERICAN HERITAGE

AMERICAN IDEALS AND INSTITUTIONS IN THE COLLEGE CURRICULUM

**AMERICAN IDEALS AND INSTITUTIONS IN THE ADULT
EDUCATION CURRICULUM**

APPENDICES

QUOTATION

APPENDIX A - GLOSSARY OF TERMS

APPENDIX B - POLICY ON THE STUDY OF CURRENT PUBLIC PROBLEMS

APPENDIX C - PATRIOTIC SONGS; SUGGESTED RECORDINGS

APPENDIX D - GREAT DOCUMENTS OF THE AMERICAN HERITAGE

The Mayflower Compact
"These Are the Times that Try Men's Souls"
The Declaration of Independence
The Preamble to the Constitution
Washington's Farewell Address
The Gettysburg Address
Lincoln's Second Inaugural Address

APPENDIX E - EXPRESSIONS OF THE AMERICAN HERITAGE

The American's Creed
Pledge to the Flag
The Star-Spangled Banner
America
America the Beautiful

APPENDIX F - HISTORY, DISPLAY, AND CARE OF THE FLAG

INDEX

INTRODUCTION

The personnel of the Los Angeles City Schools always have recognized the primary obligation and responsibility of the educational system for the development of unhesitating patriotism, and of knowledge of the principles of free government. Point of View (1961 Revision) clearly states this position with unmistakable clarity:

"The educational creed of the Los Angeles City Schools is rooted in our American ideals. We seek to prepare our pupils to apply these ideals in the rapidly changing life of the present and the future. We believe that:

- "1. The purposes of education must be based on the need for effective individuals in our American democratic society.
- "2. The preservation and strengthening of democracy is a primary obligation of our schools. Each pupil should understand the heritage of our nation, be proud of our great leaders, be zealous in upholding and practicing American ideals. He should understand relations with other nations and should learn to think clearly about national and international affairs."

Superiority of democratic ideals and practices over those of communism and of other totalitarian systems is definitely taught. This approach is contrasted with the less effective teaching about the communist threat as a separate course. The latter approach fails to assure that American values and their historical foundation are contrasted with those of dictatorships.

American Ideals and Institutions is designed to highlight instructional practices effectively used at different levels within the Los Angeles City Schools for teaching about our American heritage and about the menace of communism and other totalitarian systems of government. It contains a statement of some important American ideals and our responsibilities to those ideals, a discussion of threats to our heritage, and a brief review of the communist ideology.

American Ideals and Institutions consists of an introduction, three sections, and an appendix. Section One, "Our American Ideals and Institutions: Our Responsibilities to Them," contains a list of ideals basic to our American heritage. These ideals are facts, generalizations, or concepts developed throughout the curriculum; they are taught in varying degrees of depth and complexity, at many different grade levels. Some of them are developed at virtually each grade level, while others receive major emphasis at one or two grade levels. As understanding of the ideals is developed through instruction and classroom activities, parallel teaching is undertaken of the responsibilities invoked by these ideals and by our right and privileges.

Section Two, "Threats to Our American Ideals and Institutions," the source and the nature of threats to our heritage are discussed. It also contains a discussion of some of the means by which individuals may strengthen their own devotion to our ideals and institutions, and by which they may unite their efforts with other citizens in preserving our heritage and resisting the threat of international communism.

Section Three, "Suggested Learning Experience," contains descriptions of recommended classroom activities for all grades, from the kindergarten through grade twelve. Additional information relative to activities in the junior college and adult school classes is included. To show the inter-relationships existing among the various grade levels, learning experiences are grouped under the ideals stated in Section One. It is important that these suggested activities be viewed in their proper context; for this reason, each of them refers to the instructional guide or other course material to which it is directly related.

The Appendix contains a glossary; a statement of policy on the study of current public problems; the words of great documents which have contributed to the American heritage; expressions of loyalty, which include The American's Creed, the Pledge to the Flag, and the words to some patriotic songs; and a brief history of the flag, with suggestions for its display and care.

APPROVED:

[Redacted]

Associate Superintendent
Division of Elementary Education

[Redacted]

Associate Superintendent
Division of Secondary Education

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[Redacted]

Associate Superintendent
Division of College and Adult Education

[Redacted]

Deputy Superintendent of Schools

THE CURRICULUM PROVIDES FOR THE TEACHING OF THE AMERICAN HERITAGE

The Teaching of the Values Which Have Contributed to America's Greatness and About the Institutions and Practices Which Have Developed from These Values Is the Responsibility of All Teachers in All Subjects and in All Grades. However, the development of these ideals is particularly stressed in the teaching of history, civics, geography, and English. Instruction concerning the ideals and institutions which comprise our American heritage and the menace of totalitarianism, or both, constitute much of the content of the courses listed below. Such courses, from the kindergarten through the junior college and the adult school, have as their basic aim the transmission of the American heritage and the study of America's place in the world. (Required courses are printed in bold-face type.)

IN OUR ELEMENTARY SCHOOLS, THE CURRICULUM provides for continuously developing attitudes of loyalty to and respect for American ideals and institutions. These opportunities to foster and perpetuate a belief in American ideals and institutions are provided in all subjects in the elementary schools, but receive greater emphasis as they relate to the historical, civic, and geographical understandings associated with the following subject areas.

HOMES, SCHOOL, AND COMMUNITY - KINDERGARTEN, GRADES ONE AND TWO

Children learn, develop, and practice qualities of citizenship essential for effective participation in a democratic society—through the study of the American way of life, the home, the school, and the community. Emphasis is given to: respect for the flag of the United States; the meaning of the words of the Pledge to the Flag; observance and understanding of people and events of historical significance; and the meaning of liberty and the right choice of vocation.

CITY OF LOS ANGELES - GRADE THREE

Children learn and gain appreciation of the way man attempts to solve his basic problems of everyday living in a free society through the study of the Community and City of Los Angeles. They learn about branches of our local government; become aware of the elected officials of our city; learn about Los Angeles today and yesterday, including people and events of historical significance, and about industries under our economic system; and continue to learn about the flag and the national anthem. Children continue to practice democratic procedures in the classroom.

OUR STATE—CALIFORNIA - GRADE FOUR

A detailed study of California geography, history, and government is conducted during the entire year. Children recognize and practice the duties and responsibilities of California citizens. They learn about the development of a state constitution, our economic development, and an orderly form of local and state government in California. Children learn about people and events of historical significance that have contributed to the greatness of California, as a part of our heritage as Americans.

OUR NATION - THE UNITED STATES AND OUTPOSTS - GRADE FIVE

A study of American geography, history, and government is conducted during the entire year. Children further develop an appreciation of our American way of life through the study of Our Nation: The United States and Outposts. Through this study, children learn to appreciate the dedication, strength of character, and courage of our people and of historical figures who helped guide the establishment of our free and independent nation. Children continue to understand the process of American democracy and the guarantees of freedom under law as contained in the Declaration of Independence, the Constitution, and the Bill of Rights. They learn how freedom began in America. Children are taught to understand that, in order to interpret the role of Americans in today's world, it is important to study the historical relationships of the past and present.

THE UNITED STATES TODAY AND OUR NEIGHBORS IN THE WESTERN HEMISPHERE - GRADE SIX

Children develop an understanding of where and how people live and work in the United States today, and the relationship of the United States to other countries. They study the industries that have developed under our free economic system. Children study and appreciate the contributions of many cultures in the development of our civilization. They compare geographical, historical, economic, and civic relationships of the United States with those of other countries. They study the place of the United States in the Western Hemisphere. Children study current problems on the foundations of positive instruction toward a belief in the ideals and processes of American democracy, and on the understanding of totalitarian philosophy and practice which are contrary to American democracy.

IN THE SECONDARY SCHOOLS, THE CURRICULUM provides for intensified study of our history and of social, political, and economic structures. The rich background of understanding of the American heritage gained by pupils during their experience in the elementary schools, together with their increased capacity for a rational approach to national problems, permits detailed study and comparison of our own system with those of other nations. Pupils are taught, in meaningful relationships, the underlying values and strengths of our American ideals and institutions and the tyranny, regimentation, falsehoods, perversions, and distortions of communism and fascism.

B7 GEOGRAPHY

Provides a study of the geography of lands overseas. The study of both physical and human geography is included. Relationships between our local community and other parts of the world are stressed. Pupils learn about the interrelations of people and the land upon which they live. Orientation to the new school and citizenship responsibilities are considered. Current affairs in America and the world are studied. A foundation is laid for further study of geography, history, and government.

A7 HISTORY AND GEOGRAPHY

Provides a background of knowledge and appreciation related to the beginning of American ideals and institutions. It includes a study of European backgrounds; of the periods of exploration, discovery, and colonization; of the Revolutionary Period; and of the creation of the American Constitution. This course meets, in part, the requirements of the California Education Code for the teaching of patriotism.

B8 UNITED STATES HISTORY AND GEOGRAPHY

Continues to emphasize the development of our American heritage. The entire year is devoted to American history, geography, and government in grade eight. Providing a study of the United States, it includes features of local, state, and national government and a history of their beginnings; the development and expansion of the American frontier; and the causes and results of the War Between the States. As is the case with A7 World History and Geography, this course contributes to meeting the requirements of the California Education Code for the study of American ideals and institutions in the junior high schools.

A8 UNITED STATES HISTORY AND GEOGRAPHY

Emphasizes American economic life, effects of urbanization, our place in today's world, American ideals and institutions, and living in modern America. It provides for a study of the Industrial Revolution under our free economic system, the United States in the 20th century, and a general review of United States history and geography for all junior high school pupils.

B9 WORLD HISTORY AND GEOGRAPHY

Provides an overview of our cultural heritage from prehistoric times to 1800, with emphasis on world history and geography and the contributions of world civilization to America. It emphasizes relationships of the past to our present-day American way of life and the influence of geography on lives of people.

A9 WORLD HISTORY AND GEOGRAPHY

Emphasizes our cultural heritage in modern times, as well as the relationships of other peoples and nations to America. It reviews the efforts for international cooperation and the relationship of the United States and its citizens to other parts of the world, underscoring the development of the democratic way of life in the world, man's struggle for freedom against tyranny, including fascism and communism; the progress of science and its contribution to man's welfare; and the development of economic concepts and practices and their application to standards of living in the world today.

A10 World Problems and Geography (10 weeks or 20 weeks)

Provides a study of modern world problems in relation to the geographic factors which influence them. This course includes a study of the effects of modern technology and recent history on world affairs. It also presents problems arising out of man's efforts to meet his economic needs in a complex world where civilization has developed unevenly. A study is made of the problems arising from the spread of totalitarianism and the effort to check it; and of the efforts to develop decent living conditions and to maintain world peace.

A10 Modern Europe

Helps pupils to develop an understanding of the ways in which 19th century Europe developed strong nations; provides a study of Europe's contributions to world civilization. Recognizing the political, economic, and social effects of the Industrial Revolution, the course defines the problems arising out of the expansion of nationalism into imperialism. It also reviews the development of democracy and the challenge of fascism and communism. It helps pupils to develop understanding of the problems which Europe faces in today's world.

B11 UNITED STATES HISTORY 1

A study of American geography, history, and government is conducted during the entire eleventh year. This course meets the requirements of the California Education Code for the study of American history in the senior high school. The course reviews, on a mature level, our cultural heritage and the American ideals and institutions which have helped to establish our nation. It develops an understanding of the Constitution as the framework of our nation and an appreciation of the words and works of the leaders who have helped to establish and maintain it. It tells the story of the American people as they built this nation. The course provides a study of the geographic background and the political, economic, social, and cultural development of the United States. It examines ways in which the growth of nationalism and the problems of sectionalism were related to territorial and economic expansion. It develops an understanding of the basic causes of the Civil War and the problems of reconstruction, and of the American economic system and the period of industrialization which followed the war.

A11 UNITED STATES HISTORY 2

Continues the study undertaken in United States History 1, beginning with the United States of the late 19th century and continuing to the present. The course develops an understanding of the reform movement; of the growth of our nation into a world power; of the American economic system, the reasons for the Great Depression, and the methods designed to strengthen our national economy; of the events which led to World Wars I and II; and of the problems which face the United States in the world today. It is designed to increase appreciation and understanding of American ideals and institutions and knowledge of the totalitarian ideas and methods which are contrary to American democracy. Fascism and communism are contrasted to America's free society. It especially emphasizes a development of the understanding of our free economy concepts and of America's vital place in world affairs.

B12 UNITED STATES GOVERNMENT

This course is a requirement for graduation of all pupils. On a mature level, it provides a study of the purpose, structure, function, and operation of the Federal Government, the State Government, and County and City Government, with emphasis on constitutional principles and on practical aspects of an individual's relation to these areas of government. Through the course, pupils increase their understanding of and loyalty to American ideals and institutions and their understanding of totalitarian ideas and methods which are contrary to American democracy; and, through a study of the Constitution of the United States, of our federal system. The course places major emphasis on training for intelligent and loyal citizenship and preparation of an informed electorate. It increases recognition of the rights and responsibilities of citizenship and develops the idea that laws assist and protect as well as restrict. This course meets the requirements of the California Education Code for the study of the Constitution and of local and state government in the senior high school.

A12 Contemporary American Problems

Provides a study of topics in the areas of psychology, economics, and sociology to assist pupils in developing understandings and skills needed to cope with the complex problems of the current American scene. It develops a knowledge and appreciation of the American economic system. An awareness of certain problems facing the community is developed through a study of such topics as behavior, learning, philosophy of life, the family, education, and crime.

B12 or A12 Economics

This course provides a study of the growth of the American free-economic system and an analysis of major economic problems through understanding important principles. The course develops (1) understanding of the principles on which the production, distribution, and consumption of economic goods are based and of ways in which our national wealth may be measured; and (2) recognition of factors which contribute to our standard of living. Pupils increase their understanding of the problems of labor, capital, and management; of ways in which business works to meet consumer needs; and of how business attempts to maintain a stable economy.

B12 or A12 Current History

This course provides a study of current problems based on the historical background established in previous courses and develops an understanding of the geographic factors which affect the attitudes, policies, and practices of peoples. There is opportunity to contrast freedom and tyranny as methods of attacking world problems.

B12 or A12 International Relations

In this course, pupils develop recognition of the geographic factors which cause likenesses and differences among countries of the world. The course increases understanding of what constitutes a nation and of the basic differences in systems and ideals of government. It develops some understanding of international law and the relations among nations. As it also develops appreciation of the steps in the efforts toward freedom, peace, and world cooperation, it instills understanding of political and economic world relations in the atomic age.

THE ROLE OF VALUES AND CIVIC RESPONSIBILITY IN THE TEACHING OF THE AMERICAN HERITAGE

The role of teachers is vitally significant in helping each pupil become "a loyal, informed, participating citizen—one who knows the American heritage, and who appreciates the principles of American democracy, and who understands local, national, and world conditions." Teachers assist each pupil in knowing for what he stands; in learning to put ideals into practice; and in learning that ours is the most nearly perfect system of government that man has yet developed, despite acknowledged problems yet to be solved. From the kindergarten through college and adult school, the pupil is taught his personal responsibility to help perfect the institutions which constitute our American society.

Point of View, in discussing the educational needs of persons who live in our American democracy, states that the responsibility of the schools lies in seven areas of learning. Two of these areas have particular importance in teaching loyalty to our country and in helping pupils develop a personal commitment to the perpetuation of our American heritage.

CIVIC RESPONSIBILITY is taught in order that "each person will become a loyal, informed, participating citizen—one who knows the American heritage, who appreciates the principles of American democracy, and who understands local, national, and world conditions." The individual who is accomplishing the purposes of instruction in civic responsibility acts, according to Point of View, "in accordance with his age, ability, and experience," in such ways as these:

"Loves his country and is loyal to its ideals of freedom, equality, and concern for the common good.

"Obeys the law.

"Appreciates the American heritage, respects American institutions, and is zealous in their defense but open-minded concerning needed improvements; champions democracy and practices it in everyday life; knows American history and geography and understands the functioning of city, county, state, and national governments; appreciates the rights and accepts the responsibilities of the individual citizen.

"Keeps informed about current affairs and government officials; votes intelligently on the basis of facts and logic, taking into account achievements as well as shortcomings of public figures; respects authority and leadership; recognizes the importance of public office; develops ability to detect and analyze propaganda; has courage to dissent when reason and conscience dictate.

"Acquires basic economic, political, social, and moral understandings.

"Recognizes the significance of scientific advances for human welfare; acquires scientific literacy.

"Understands and appreciates the public school system and its relation to American democracy.

"Recognizes the common humanity which underlies differences in cultures; knows and appreciates the contributions of other peoples to civilization.

"Acquires knowledge and understanding of people of other nations: their history, geography, culture, aspirations, and national problems, as well as their relationships with the United States; keeps informed about current international affairs.

"Understand the functioning of international organizations; knows both their achievements and shortcomings."*

DEVELOPMENT OF VALUES is another responsibility which the schools share with other social institutions. It is important that "each person . . . develop and cherish high moral, spiritual, and esthetic values." The actions of an individual who is accomplishing this purpose reflect many of the values which are described in the Declaration of Independence and the Constitution of the United States. Such a person:

"Respects individual worth and dignity.

"Develops such values as appreciation, cooperation, courage, faith, generosity, good will, honesty, kindness, loyalty, respect for law, responsibility, and reverence.

"Builds a philosophy of life which serves as a guide for decision and action--and which includes faith in a power greater than himself.

"Develops sources of spiritual strength upon which he can draw throughout his life.

"Respects the rights of others to hold religious beliefs different from his own.

"Lives ethically, and considers the consequences of his actions.

"Seeks the best qualities in each individual but knows that people are not perfect; maintains an attitude poised between general trust in others and reasonable prudence.

"Responds to beauty, both man-made and natural; exercises esthetic judgment based on the best in his cultural environment.

"Understands the importance of music, art, literature, and allied fields as vital facets of human development; includes among his interests creative activities in such fields.

"Employs high standards in the selection of commercial entertainment.

"Takes pride in the appearance of his home, his school, his community."**

*Point of View (1961 Revision. Los Angeles City Schools: Division of Instructional Services, Publication No. 470), pp. 8-9.

**Ibid., pp. 14-15.

SECTION ONE: OUR AMERICAN IDEALS AND INSTITUTIONS: OUR RESPONSIBILITIES TO THEM

What constitutes the bulwark of our own liberty and independence? It is not our frowning battlements, our bristling sea coasts, our army and our navy. These are not our reliance against tyranny. All of those may be turned against us without making us weaker for the struggle. Our reliance is in the love of liberty which God has planted in us. Our defense is in the spirit which prized liberty as the heritage of all men, in all lands everywhere.

Abraham Lincoln

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ENCLOSURE

SECTION I: OUR AMERICAN IDEALS AND RESPONSIBILITIES

"Ideals are like stars; you will not succeed in touching them with your hands. But, like the seafaring man on the desert of waters, you choose them as your guides, and follow them until you reach your destiny."

Carl Schurz

Address, Faneuil Hall, Boston

April 18, 1859

Some of the ideals basic to our heritage represent goals toward which men and nations are striving. Others are matters of fact, often such a part of the fabric of life that they are too often considered permanently assured. The term ideals is appropriate, for they are every man's heritage, even though in certain instances they have not been fully obtained in practice.

Ideals and the rights which implement them are matched by responsibilities. Only as each American recognizes, understands, and accepts his individual responsibility for preserving and strengthening the ideals and institutions of our national life does he actually come into his heritage, for the fulfillment of responsibility is indeed a part of that heritage.

Our institutions, such as the public schools, are remarkably successful in transmitting the vision and idealism which is America to each succeeding generation. An examination of these ideals and their parallel responsibilities will reveal that they are an integral part of the curriculum of the Los Angeles City Schools. Point of View, in discussing the development of civic attitudes, affirms that responsible individuals appreciate the American heritage; respect American institutions; are zealous in their defense, but open-minded concerning needed improvement; and champion and practice democracy in every-day life.

The list of ideals which appears in Section I provides a reference for teachers and administrators as they seek additional opportunities to instill and develop within pupils a love of country, an awareness of the dangers that threaten it, and an acceptance of their personal responsibility for the transmission of the heritage to other generations.

"Man has never been an island unto himself. The shores of his concern have expanded from his neighborhood to his nation, and from his nation to his world. Free men have always known the necessity for responsibility. A basic goal for each American is to achieve a sense of responsibility as broad as his world-wide concerns and as compelling as the dangers and opportunities he confronts."

WE BELIEVE AND TEACH THAT. . .

The American heritage continues to be a vital force only as long as each generation reaffirms our basic principles and ideals in thought and action.

Those who expect to reap the blessings of freedom must, like men, undergo the fatigue of supporting it.

Thomas Paine

The American way of life seeks to promote progress through an orderly process and the motive power is public opinion.

The vital force, the democratic process, is a method of arriving openly, through discussion and compromise, at decisions in keeping with the reasonable wishes of the majority and pursuing these decisions with the fullest possible respect for minority rights.

The worth and welfare of the individual is paramount.

Controversial issues are resolved by conference, compromise, and persuasion.

Freedom of inquiry is protected and its practice encouraged.

Without the citizens continued awareness, understanding, and participation, democracy withers on the vine and dies, to be replaced by a system of government which may have the outward appearance of self-government but which is, in reality, deaf to public opinion and pays only lip service to the concept of government as the servant of the people.

Each generation must defend our hard-earned rights.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Become a loyal, informed, participating citizen, one who knows and loves the American heritage.

Understand and uphold the principles upon which the American democratic republic was founded.

Champion our way of life.

Defend our freedoms.

Respect honest differences of opinion among loyal Americans.

Base his own opinions on adequate evidence.

WE BELIEVE AND TEACH THAT. . .

Each person has an inherent worth and dignity as an individual.

. . . all men are created equal.

The Declaration of Independence

Human freedom presupposes the worth of the individual and is the fundamental premise of a free society.

All persons should be considered as individuals and judged on their merit; their differences should be respected, their rights safeguarded.

All persons should have maximum freedom, consistent with the general welfare; to develop as they desire.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Consider all persons on their merits, respecting their differences and safeguarding their rights.

Know and understand the role of the individual in a democratic society.

Respect the personal and property rights of others.

Understand the limitations of government imposed by guarantees such as those expressed in our Constitution.

WE BELIEVE AND TEACH THAT. . .

Man has certain inalienable rights, among which are life, liberty, and the pursuit of happiness.

We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

The Declaration of Independence

Man's life on earth is meaningful, that progress toward greater human happiness and satisfaction is possible, and that men can use their understanding to improve the social order.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Assume an individual obligation for the maintenance of these rights for himself and others.

Know and understand how, in our constitutional form of government, these rights are safeguarded.

Understand the meaning of the word liberty and what its implications are today.

Understand that there are certain limitations on liberty necessitated by consideration for the welfare of other individuals and of society as a whole.

Understand how the implementation of these guarantees protects Americans from tyranny.

Be concerned for all individuals, advance opportunities for them to contribute to the general welfare, and respect their many and varying contributions to America's strength.

WE BELIEVE AND TEACH THAT' . .

All men are created equal.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Amendment XIV to the Constitution of the United States

Each individual, within certain limits, has the same opportunity to develop and demonstrate his inherent abilities.

All persons have equal rights to protection under the law.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Understand that all individuals have an inherent right to equality of opportunity, regardless of race, creed, or socio-economic background.

Learn and understand the meaning of the word equal.

Contribute, through personal effort, to the full development of equal opportunity for all.

WE BELIEVE AND TEACH THAT. . .

In our government, sovereignty resides in the people.

The Government of the Union, then, is emphatically and truly a government of the people. In form and in substance it emanates from them. Its powers are granted by them, and are to be exercised directly on them and for their benefit.

John Marshall

The people have the ability to govern themselves.

All citizens who possess legal qualifications have the right to seek and to hold public office.

Democratic government is safeguarded by free elections through secret ballot, preceded by open discussion of issues and candidates.

The exercise of sovereignty is dependent upon elections at stated intervals.

Government of all nations should be based on the consent of the governed.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Approach solutions of local, state, and national problems through use of knowledge and reason.

Be informed on vital, current issues.

Know the qualifications of candidates for elective offices.

Study the issues presented in elections.

Inform legislative representatives of local needs and personal reactions to issues.

Participate actively in the solution of local, state, and national political problems.

WE BELIEVE AND TEACH THAT. . .

In our democracy, government exists to serve the people.

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution of the United States of America.

The Preamble to the Constitution
of the United States

Government is the servant of the individual, not his master.

Government is the organization through which the community exerts its power in order to achieve its purpose.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Realize that the people have given the government responsibilities in many fields.

Understand that the government must provide for the citizens those services which they cannot provide by and for themselves.

Be aware of specific governmental regulations and services which influence our daily lives.

Become acquainted with the functions of specific agencies created to serve the people.

Learn the significance of the expanding role of governmental service.

Assume an obligation to meet personal needs wherever possible without governmental assistance.

Be concerned that personal rights are upheld by governmental agencies.

Participate in the direction of his government and its functions, both directly and by voting and making his wishes known to his representatives.

WE BELIEVE AND TEACH THAT. . .

An enlightened public opinion is essential to the proper functioning of our democratic republic.

I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

Thomas Jefferson

Each person has the right to be educated in accordance with his desires and his ability.

The primary concern of American education is the cultivation within each pupil of an appreciation of both the benefits and the responsibilities that are his because of his American citizenship.

Freedom of inquiry and of communication are necessary to a democratic way of life.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Become educated to the extent of his ability.

Develop continually knowledge and understanding of public issues as a background for citizenship.

Support public and private education with his energy and means.

Offer constructive criticisms of educational programs.

Work for continual improvement in the educational system.

Realize the role of public opinion in a democratic society.

Help maintain the freedom of communication media.

Value a responsible press.

Understand the purposes and methods of pressure groups

Evaluate the purposes and activities of lobbyists.

Develop the ability to think critically about personal and public problems.

WE BELIEVE AND TEACH THAT. . .

The majority governs, but that the minority has rights which must be respected.

It is of great importance in a republic not only to guard against the oppression of its rulers, but to guard one part of the society against the injustice of the other part.

Alexander Hamilton

The basic assumption in a democracy is that the majority and minority can live and work together with effectiveness, each respecting the rights, responsibilities, and power of the other.

In a democracy, equal and exact justice is provided all men, regardless of their race or creed.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Respect the rights of others to disagree with him.

Voice his opinions when he is one of a minority.

Understand the responsibilities of the majority for defending the rights of the minority.

Understand the role of the minority as a check against tyranny.

Become familiar with the political and cultural contributions of minority groups.

WE BELIEVE AND TEACH THAT. . .

In a republic, elected representatives carry out the wishes of the voters.

Men will pursue their interests. It is as easy to change human nature as to oppose the strong current of selfish passions. A wise legislator will gently divert the channel, and direct it, if possible, to the public good.

Alexander Hamilton

Each person should be free to inquire into the actions of the government and to criticize the actions of those who make and enforce the laws.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Respect our duly established public offices.

Keep informed about vital problems and the action taken regarding them by elected and appointed public officials.

Realize the obligations of citizens in the legislative process.

Keep informed about the activities of pressure groups and lobbyists as they try to influence those in public life and the electorate.

Communicate with elected representatives concerning views on current issues.

Assume the integrity and loyalty of our elected officials, even though we may disagree with their proposals or policies.

WE BELIEVE AND TEACH THAT. . .

The rights of the individual are guaranteed by laws which limit the power of the government.

Equal and exact justice to all men, . . . freedom of religion, freedom of the press, freedom of person under the protection of the habeas corpus; and trial by juries impartially selected—these principles form the bright constellation which has gone before us.

Thomas Jefferson

Each person should have the right to think and to act as he desires so long as he does not interfere with the rights of another or with the welfare of the nation.

Each person has the right to speak freely.

All persons have the right to assembly peaceably.

Persons cannot be deprived of their lives, liberty, and property without due process of law.

All persons are free from slavery and involuntary servitude.

Each person has the right to worship in accordance with the dictates of his conscience.

All persons are free from unreasonable search and seizure.

All persons are free from cruel and unjust punishment and from excessive fines.

Each person has the right to a speedy, public, and fair trial by jury, and the right to counsel.

The freedom of the press is guaranteed.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Recognize an obligation for the defense of the rights guaranteed by these laws.

Understand that by neither word nor deed can he interfere with the rights of another or with the welfare of the nation.

Recognize the rights of other loyal Americans to differ on the means by which we accomplish our common goals.

Use his freedom with integrity.

Realize that these rights comprise "democracy."

Insist upon and support a free and responsible press.

Support a continuing search for truth in all areas of man's concerns.

Protect the freedom to learn.

Learn to detect and to analyze propaganda.

WE BELIEVE AND TEACH THAT. . .

The government of the United States is based on law and not on men.

This Constitution and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land, and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding.

Article VI, Clause 2, of the Constitution of the United States

No person can be deprived of his life, his liberty, or his property without due process of law.

Through laws, individuals and society are protected against anarchy, fear, violence, and oppression.

Historically, law has developed from moral codes, religious dogmas, philosophical concepts, and political doctrines.

The Supreme Court of the United States is the final interpreter of the Constitution and the laws under it.

Many safeguards for those accused of crimes are set forth in the federal Constitution and in the state constitutions.

The right of appeal is basic in the American system of justice.

EACH PERSON HAS A RESPONSIBILITY TO.

Understand the need for law in any society.

Respect the spirit and letter of the law.

Respect our established offices even though he may disagree with the actions and the opinions of the incumbents.

Understand that current court procedures are the result of man's long quest for justice.

Support public officials in the exercise of their duties in enforcing the law.

Realize that respect for law is as important as its enforcement, and that public respect is a basic means of enforcement.

Understand the function of the courts in the interpretations and executions of the law.

Understand his obligations to the law and to the courts; e.g., serving as a juror or appearing as a witness.

Evaluate every proposed governmental action in terms of its effect on general welfare and justice to individuals, rather than on its benefits to a particular group.

WE BELIEVE AND TEACH THAT. . .

The people have the right to reform or alter their government by lawful means.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it. . .

Abraham Lincoln

The American system has the flexibility necessary to meet changing needs, yet retains its fundamental forms and guarantees.

Federal and state constitutions contain provisions for amendment.

Continuing judicial interpretation helps to maintain the viability of our governmental system.

In a democracy there is provision for initiative, referendum, and recall, as well as periodic opportunities to elect new officials.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Recognize and fulfill his obligation to protect himself and his government from subversion.

Appraise all aspects of government with constructive criticism.

Work to bring about desirable changes in governmental practices and structure through established processes.

Think critically in regard to current issues so that intelligent action may result.

Champion democracy as a way of maintaining and strengthening our heritage.

Master history and geography as a means of intelligently voting on current issues.

WE BELIEVE AND TEACH THAT. . .

Under the American system of justice, a man is innocent until proven guilty.

No person shall be. . .deprived of life, liberty, or property, without due process of law. . .

Amendment V to the Constitution of the United States

The accused has the right to know why he is being held, and who his accusers are.

Americans are guaranteed the privilege of the writ of habeus corpus.

The right to bail is guaranteed by the Constitution.

The Constitution provides for a speedy, public, and fair trial, and for the right to counsel.

Persons may be compelled to appear as witnesses for the accused.

The Constitution of the United States provides that the accused may not be compelled to testify against himself.

All witnesses may be questioned by the accused.

Our Constitution commits us to justice, individual liberty, and to the promotion of the general welfare.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Remain objective regarding a pending case of law.

Withhold judgment against another until all evidence has been presented.

Abide by the verdict of the jury.

Understand the basis for appeal.

Understand the burden of proof in a criminal case rests with the prosecution.

WE BELIEVE AND TEACH THAT. . .

The American economic system is based on the belief in a free economic society.

Congress has the power to establish rules by which interstate and international commerce shall be governed, and, by the Anti-Trust Act, has prescribed the rule of free competition among those engaged in such commerce. . .

The United States Supreme Court

The Congress shall have the power to. . . regulate commerce with foreign nations, and among the several states, and with the Indian tribes.

Article I, Section 8, Paragraph 2 of the Constitution of the United States

. . . no person shall be deprived of life, liberty, or property, without due process of law. . .

Amendments V and XIV to the Constitution of the United States

Americans have freedom to prepare for and engage in work of their choice.

Americans respect the dignity of labor.

Americans have the right of free enterprise.

The public enforces competition among private producers, protecting both the rights to profit and the interests of the consumer.

Americans have the right to buy, use, and dispose of private property; the Constitution protects this right.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Understand the reasons for the superiority of a free economic society.

Know the principles of competition and the role of capital, labor, and management in the American economy.

Support the right to invest savings in individual or group enterprises.

Contribute his efforts to production of goods or services.

Support a fair reward for work and for saving.

Study the problems of our economy, and help in finding fair solutions.

Study and understand the role of our government in a free economy.

Understand that every person who has a savings account or an insurance policy, or who belongs to a pension plan, is aiding in the formation of capital.

Understand that ownership of capital is very widely distributed in America.

Understand and evaluate other economic systems.

WE BELIEVE AND TEACH THAT. . .

Our government honors the commitments it has undertaken with other governments.

The President. . .shall have power, by and with the advice and consent of the Senate, to make treaties. . .

Article II, Section 2, of the Constitution of the United States

The United States rejects wars of aggression as an instrument of national policy.

Nations should cooperate to solve mutual international problems and to reject aggression.

The United States seeks to obtain national security, to prevent aggression, and to promote world peace through its foreign policy.

Citizens of the United States are always willing to defend their liberties and their ideals.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Increase his knowledge of the responsibilities of the United States as a leader in world affairs.

Understand and support important phases of American foreign policy, offering constructive suggestions and criticisms for improvement.

Study involved foreign policy problems; respect other Americans who express an honest difference of opinion with integrity and loyalty.

Know the commitments that our country has made.

Think critically about our allies and their role in the fight against totalitarianism.

Support intelligently international agreements to which our country is a partner.

Defend our country.

WE BELIEVE AND TEACH THAT. . .

National unity may be achieved without relinquishing American ideals of a free society of creative individuals.

The democratic way of life rejects standardized thought. . . It wants the fullest and freest discussion, within peaceful limits, of all public issues.

Justice William O. Douglas

In a democracy one may listen to, read, and participate in criticism of government, leaders, and policies.

In our country, one is free to advocate what he believes to be a better idea.

Americans tend to be creative in thought.

The presence of many cultures promotes diversity in the approaches to solutions of problems.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Respect the opinions of other loyal Americans even though they may conflict with his own.

Evaluate critically the danger that comes from the suppression of ideas for defending and strengthening our institutions.

Recognize the role of the creative individual as a contributor to our development; e.g., the inventor as a free, creative person.

Understand thoroughly national issues and to speak freely concerning them.

Develop clear concepts of American ideals, and apply them in his thinking.

Understand the role of education and the importance of background as they influence the approach of the individual to the solutions of problems which confront him.

WE BELIEVE AND TEACH THAT. . .

The general welfare is promoted by individuals joining together in voluntary groups as well as by government action.

The first requisite of a good citizen in this republic of ours is that he shall be willing to pull his own weight.

Theodore Roosevelt

Our individual responsibility for helping other people may often be more effectively accomplished by associating ourselves with others of similar intent.

American life is improved by many different civic and social groups.

The American citizen can exert influence on his government by joining a political party, expressing opinion, and using media of mass communication.

Much of our economic life is characterized by voluntary association in partnerships, company, or corporate enterprise.

EACH PERSON HAS A RESPONSIBILITY TO. . .

Support worthy, community-recognized efforts, both financially and with personal effort.

Join with others for mutual benefit and protection.

Understand the motivation behind the emergence of volunteer groups as an illustration of the characteristic of generosity.

Understand that the generosity of Americans transcends the boundaries of the United States and is responsive to want and deprivation in many areas of the world.

Think critically in regard to the advisability of joining a particular voluntary organization.

Learn the true purpose and leadership of voluntary groups.

SECTION TWO: THREATS TO OUR AMERICAN IDEALS AND INSTITUTIONS

I have sworn upon the altar of God, eternal hostility
against every form of tyranny over the mind of man.

Thomas Jefferson

SECTION II: THREATS TO OUR AMERICAN IDEALS AND INSTITUTIONS

Internal threats to our heritage and the menace of international communism are discussed in Part II. In addition, some American political and social practices are compared with those in communist nations. In the consideration of some of the internal dangers, a distinction is made between those threats which are personal in nature and those which, while perhaps springing from a lack of personal commitment to our way of life, are a menace to our entire political, social, and economic structure.

Both the background and practice of communism in Soviet Russia and the threat presented by Red China are then briefly discussed. Statements regarding the spread of communism throughout the world and the role of the teacher in combatting totalitarianism are also summarized.

Finally, some contrasting ideals and practices of the two opposing systems are presented.

SECTION II: THREATS TO OUR AMERICAN IDEALS AND INSTITUTIONS

"God grants liberty only to those who love it, and are always ready to guard and defend it." Daniel Webster, in a speech to the United States Senate in 1834, has stated what well may be the watchword of political liberty and of human dignity throughout the world today. The love of liberty is not of itself assurance of its perpetuation; liberty is ours at a price—our willingness to cherish it and to defend it "against all enemies, foreign and domestic."

Do some citizens assume that their liberties cannot be curtailed? Do some believe that under our governmental system the ideals and institutions which are the essence of America cannot be attacked? Does the failure of many individuals to recognize, accept, and fulfill their responsibility to perpetuate their heritage represent a real threat to our freedom?

In this section, threats to our American ideals and institutions will be examined. Although we recognize that the greatest immediate menace is aggressive international communism, it is important that other threats within our nation be examined. One of the most subtle dangers is the loss of our freedom to those who would themselves curtail liberty in the guise of saving their country from communism. An understanding of the dangers of communism; a knowledge of the economic and political gains made by communism since World War II; and a commitment of the individual to the battle against it need not result in abject fear. Excessive fear tends to prevent clear thinking. In the absence of logical intellectual processes, we may act unwisely and, through using the tactics of dictatorship, lose precisely those American institutions and practices we seek to preserve and extend. It should be remembered that the groups which seized control of both Italy and Germany prior to World War II were led by intense patriots. They came to power through their assertions that they and their parties alone had the patriotism and the leadership adequate to the times in which they lived. Each of these leaders, as have other dictators of both hemispheres, capitalized on the concerns of their people until almost every vestige of freedom and liberty was lost.

P 31 J. Edgar Hoover stated that ". . . We must be absolutely certain that our fight (against communism) is waged with full regard for the historic liberties of this great nation. This is the fundamental premise of any attack against communism." ok

Liberties guaranteed by the Constitution to all citizens have so long been a part of our daily lives that we cannot imagine a time when we would not have the freedom to speak as we wished, the freedom to assemble, or the right to appeal to the government for redress of our grievances. Long before the founding of America many of these rights were a part of the English common law.

P 312 "Smears, character assassination, and the scattering of irresponsible charges have no place in this nation. They create division, suspicion, and distrust among loyal Americans—just what the communists want—and hinder rather than aid the fight against communism. . ." Hoover declared. ". . . Honest dissent should not be confused with disloyalty." ok

P 312 Too often there have been cases in which "loyal and patriotic but misguided Americans have thought that they were 'fighting communism' by slapping the label of 'Red' or 'communist' on anybody who happened to be different from them or to have ideas with which they did not agree," Hoover continued.¹ ok

Yet there are threats, highly personal in nature, that warrant evaluation.

MAY OUR HERITAGE BE LOST THROUGH APATHY? Could we as a nation be so accustomed to freedom that many of us are indifferent to threats of the loss of our liberties to a totalitarian system of government? Or are we deeply committed to the concept of personal freedom and to the rights of others? Can we say with Thomas Paine that "Those who expect to reap the blessings of freedom, must like men, undergo the fatigue of supporting it."?²

Citizens of the United States need to be so committed to the historic principles of our country that their actions constantly attest to this commitment. Each teacher, from kindergarten through college, has both the opportunity and the responsibility to develop within his pupils and students a commitment to freedom that "not only the love of liberty but a thorough knowledge of the rights of man may pervade all the nations of the earth. . ."3

MAY OUR HERITAGE BE LOST THROUGH MATERIALISM? Do many citizens of the United States make private and national economic success their highest goal? Have many, during the past centuries, renounced earlier concepts of mutual responsibility for the welfare of the individuals who comprise our society? Have many Americans now so enshrined the gratification of desire and the acquisition of personal and national wealth that concepts of service to others, of honesty, of basic fair play have ceased to be important in our lives?

The answers of those who seek to discern the ideals which impel us to action are not always in agreement. Some believe that present instances of disregard of the rights of others are a post-World War II phenomenon. Others believe that it was a part of the American Industrial Revolution of the 1840's and 1850's. Still others say that a primary self-interest has always been a part of the American social scene. There is considerable evidence that there has been no real breakdown in the concern of one American for his neighbor. Eric Sevareid, writing in the Los Angeles Times, of October 8, 1961, stated that "We are, in fact, as furiously moralistic and idealistic as any people left on earth. We are swamped by the materials, but their simple possession fills no hollow in our souls. . . ."

It is the personal responsibility of every person to examine his life in order that he may learn to what extent high moral, spiritual, and esthetic values motivate his actions. Point of View affirms the responsibility of each teacher in the Los Angeles City Schools to help each pupil:

"Develop such values as appreciation, cooperation, courage, faith, generosity, good will, honesty, kindness, loyalty, respect for law, responsibility, and reverence.

"Build a philosophy of life which serves as a guide for decisions and action--and which includes faith in a power greater than himself.

"Develop sources of spiritual strength upon which he can draw throughout his life.

"Live ethically and consider the consequences of his actions."⁴

DO WE INSTILL IDEALISM, A SENSE OF PURPOSE, IN OUR YOUTH? Do we give our youth a life purpose based on values of a universe in which the individual is free to act? Do we also impress upon him that he must accept the responsibility for and

the consequences of his actions? Do we arouse in our youth an aggressive idealism to perpetuate their heritage and to seek for all Americans true equality of opportunity, for practical recognition of the universal dignity of men? Do we provide channels for the constructive application of the high idealism present in most young people?

WHY DO PEOPLE BECOME COMMUNISTS? In Masters of Deceit, J. Edgar Hoover discussed the reasons why some citizens of our country become communists, despite the fact that the Party "stands for everything that is abhorred by normal Americans."⁵ A simple explanation can not be given for such actions. In most cases, there are at least several reasons. Some of these have been singled out by persons who have painstakingly studied statements of present or former members of the Communist Party.

Loss of Faith is the first of the reasons cited by Hoover.

169 "In many instances we know, joining the Communist Party comes from a loss of faith, so to speak, in our Judaic-Christian heritage and earnest, though perverted, seeking for a new faith. The individual is trying to find solutions to problems real or fancied, that disturb his life. Many reasons cause individuals to join the Party, but undoubtedly most important is the Party's appeal to idealistic motivations, to a 'bright new world' where justice, peace, and freedom will replace strife, injustice, and inhumanity."⁶ JK

In the words of Raymond Moley,⁷ naivete rather than knavery, delusion rather than delinquency prompts these people to seek solutions to their own ills--or to those of their world--in a socio-political philosophy which makes promises it cannot fulfill.

Personal motives of a subtle and complex nature have impelled many toward Party membership, according to Nathan Glazer in a study of the social origins of American communists. These include seeking prestige, status, self-respect, and emotional satisfaction.⁸ In the 1930's many citizens of the United States turned to communism for two reasons: They believed that it offered a satisfactory means of combatting fascism, and that it provided, during the depression years, a satisfactory solution to the problems of production and distribution.

Only a minority of the disappointed of the era espoused the communist cause. But most of those persons who did join the Party, whatever their reasons, had a common experience as a result of their affiliation: DISILLUSION.

Economic and Social Deprivation are other important reasons listed by Hoover. Many people joined the Communist Party during the Great Depression of the 1930's. Glazer pointed out that deprived groups have been the historic target of communist organizers and further stated that "Economic need alone is an inadequate spur to a permanent attachment to a radical party in America."⁹ In discussing the economic aspects which led to membership in the Communist Party, USA, he discussed the role of disappointment or frustration:

"Perhaps nothing so makes for radicalism as the disappointment of hopes for great success within a system of free enterprise."¹⁰

A question of major educational importance logically follows: How can young people be prepared to grasp apparent opportunities which they encounter and also to develop perceptions which enable them to recognize less obvious opportunities for employment which will provide personal satisfactions and lead to economic competence?

Personal Inadequacy is given by Arnold Toynbee as another reason for Party affiliation. He stated that the communist movement appeals to "weaklings who long for clear-cut and authoritative answers to all questions, both on matters of fact and on issues of conduct," and to those "who long to devote themselves to some great supra-personal public cause which will take them out of themselves. . ."¹¹

Does membership of any American in the Communist Party, USA, reflect a failure by the schools? From a peak of 80,000 in 1944, membership in the Party had declined to less than 22,600 by the summer of 1957. Even when the proportion of communist sympathizers—estimated to be 10 for each party member—is considered, the schools have not significantly failed in their obligation to educate every youth in his heritage of American ideals. However, the danger from even such a small percentage of the total population of the United States must be considered. ¹²

What lesson can we as a society learn, Hoover asks, from the Party's methods of recruitment?

116 "Most important. . . is to realize that the Communist Party is attempting to exploit the rise of materialism, irreligion, and lack of faith in our society. In an era when moral standards have been lowered, when family life has been disrupted, when crime and juvenile delinquency rates are high, communists have tried to set forth a goal—dressed in attractive phrases—that would captivate the longings and hopes of men and women. They have, in truth, tried to 'steal' the nobility, the fervor, the enthusiasm of a free government under God."¹³ *OK*

What can the schools do to further reduce the causes for communist affiliation and sympathy? From classroom experiences must come:

Faith in a power greater than the individual himself

A realization that within our free economic society is opportunity for all persons to supply their needs

Abilities, skills, and knowledge which enable young adults to find their place in our economy

An understanding of the non-materialistic values of our way of life

Attitudes and mental skills which enable persons of varying degrees of maturity to think critically on major problems

A commitment to the strengths and the values of the American social, political, and economic system

An understanding of the stake that every individual has in the American heritage

THE THREAT OF SUBVERSION

HOW DO COMMUNISTS ATTACK FREE GOVERNMENTS? Is there evidence that the Soviet government has been successful in attacking the governments of free peoples? Is there evidence of communist plans to overthrow the present government of the United States?

The success with which the communists have gained control over almost half the peoples of the world is beyond question. China, Czechoslovakia, French Indo-China, Hungary, Poland—the very names of these countries once free attest to the efficiency of communist aggression, infiltration, and subversion. Today's CPUSA member, while asserting his devotion to democratic idealism, is constantly seeking to carry out the basic Party purpose as stated in its 1921 constitution:

135 [". . .to destroy the bourgeois state machinery; to establish the Dictatorship of the Proletariat in the form of Soviet power; to abolish the capitalist system and to introduce the Communist Society." (Article 1, Section 2) 14] JP

Communist aims and techniques are illustrated by Masters of Deceit:

195 ["The Communist Party, USA, has been and is engaged in an all-out war against American freedom. Its tactics of confusion, retreat, advance, infiltration, and hypocrisy are in full play. The attack is both legal and illegal, offensive and defensive, open and concealed.

["Above the surface, a gigantic propaganda and agitation campaign is in progress, a campaign that depends for success upon the support of non-communists. Basic communist strategy dictates that non-communist hands, knowingly and unknowingly, under communist guidance, must further the influence of the communist world." 15]

Communists-agents of the USSR, whatever their nationality—have gained control and still endeavor to gain control of non-communist countries, including the United States, by any one of four methods, or by employing a combination of them.

"(1) Historically, two social-military revolutions brought Communists to power. The Bolshevik Party led the October, 1917, revolution in Russia and won final dominance by military force. The same (ed.: use of military force) is true of Communist China. (Soviet leaders at present de-emphasize this method.)

"(2) The second technique has involved the threat posed by Communist forces on the borders of a target country. In eastern Europe, this method was used by Moscow in conjunction with diplomatic pressure and internal subversion.

"(3) The third process, closely related to the second, involves Communist intrigue, infiltration and subversion in preparation for the overthrow of a non-communist government. A classic example of this method was the case of Czechoslovakia.

"Soviet leaders at the 20th Party Congress advanced the proposition that the communists could secure power by parliamentary means. However, they did not discard the use of revolutionary violence in cases where the communist take-over is resisted. It is to be noted that communism has not attained control of any country through the constitutional process.

"(4) The fourth method of overthrowing or attempting to overthrow a legitimate government is the use of a communist 'committee of liberation' or a similar group, which establishes itself outside the territorial control of the target country. The group then sets up a 'free government,' claiming jurisdiction over the entire country. This device was used in Poland. A

'Committee of National Liberation,' made up of Polish Communists who had long been residents of the USSR, was organized at Lublin under Soviet control. Members of the 'Lublin Committee' subsequently held high posts in communist Poland.

"The tactic of establishing a communist 'beachhead' within or close to the borders of a free country has been used in Far East areas. This spearhead may then become the nucleus of a communist regime." (ed.: The activities of the Communist Pathet Lao regime in flagrant violation of the Geneva cease-fire agreement is an example.)¹⁶

Despite the Smith Act of 1940, the Internal Security Act of 1950, and the Communist Control Act of 1954, the infiltration and subversion of American organizations continues to be the prime target of the CPUSA. "To the Soviets, espionage is part of over-all state policy." ". . . espionage is. . . a deadly efficient profession, skillfully directed from Moscow, with well-trained agents supplied with money, modern technical equipment, and experience."¹⁷ ok

Infiltration is necessary to the subversion of any organization or government. An organization whose original purposes were legitimate may be infiltrated and become a communist front. Other organizations are deliberately formed to serve Soviet ends.¹⁸ J. Edgar Hoover cites 12 tests for the detection of a "front:"

- 241

 - "1. Does the organization espouse the cause of Soviet Russia? Does it shift when the Party line shifts?
 - "2. Does the organization feature as speakers at its meetings known communists or sympathizers?
 - "3. Does the organization sponsor causes, campaigns, literature, petitions, or other activities sponsored by the Party or other front organizations?
 - "4. Is the organization used as a sounding board by, or is it endorsed by communist-controlled labor unions? ok
 - "5. Does its literature follow the communist line, or is it printed by the communist press?
 - "6. Does the organization receive consistent favorable mention in communist publications?
 - "7. Does the organization represent itself to be nonpartisan, yet engage in political activities and consistently advocate causes favored by the communists? . . .
 - "8. Does the organization denounce American foreign policy while always lauding Soviet policy?
 - "9. Does the organization utilize communist double talk by referring to Soviet-dominated countries as democracies, complaining that the United States is imperialistic, and constantly denouncing monopoly-capital?
 - "10. Have outstanding leaders in public life openly renounced affiliation with the organization?

"11. Does the organization, if espousing liberal, progressive causes, attract well-known, honest, patriotic liberals, or does it denounce well-known liberals?"

"12. Does the organization consistently consider matters not directly related to its avowed purposes and objectives?"¹⁹

Care must be exercised by every citizen in evaluating the actions of various groups active in our communities. The presence of only one or two of these "tests" would not of itself be sufficient cause for labeling an organization "communist."

J. Edgar Hoover has repeatedly spoken of the danger of indiscriminate and unwarranted accusations against the loyalty of citizens of this country.

Every organization must be aware of the danger from covert or overt attempts at subversion to communist purposes. Records of the proceedings of various congressional committees picture attempts of the communists to "take over" various organizations over the years. The efforts of the Soviet bloc to emasculate the United Nations illustrate the global nature of communist practices and goals.

In The War Called Peace, the Overstreets analyze the propaganda directed at the free world to determine some of the "types of help (Khrushchev) needs from us—but that we are under no obligation to deliver: . . .

"First, quite obviously, he wants us to be self-confused about the meaning of such terms as freedom and the free world: confused and abashed and guilty in our use of them, because we are always reminding ourselves that no one is absolutely free and that the free world is pockmarked with despotisms."

He wants us to be too embarrassed "in our use of these terms to speak with pride on what freedom has actually meant to mankind and what it can mean in the future. . .

"A second thing which Khrushchev wants from us is a naive credulity with respect to his aims when he calls for negotiations. . . It cannot be said too often. . . that Communist diplomacy is a projection of Communist ideology into the field of international relations. . . Khrushchev's aim. . . is 'to get something for nothing, to gain without paying a price the kind of advantage which is normally to be obtained at the point of a gun.' . .

"In the third place, Khrushchev wants us to become enchanted with the idea that disarmament is equivalent to peace. It is not. . . .

"In the fourth place, Khrushchev wants the world—and particularly the underdeveloped countries—to believe that the Soviet Union has been able to achieve by Communist methods a spectacular economic development that would have been utterly impossible by any other methods. . .

"In the fifth place, Khrushchev wants us to have an inexhaustible capacity to feel reassured whenever he or any other Communist speaks reassuring words."²⁰

Goals for Americans, the report of President Eisenhower's Commission on National Goals, in part summarizes the best of American idealism and practice in the following paragraphs. These provide at once a challenge to Americans as well as

a criterion against which to measure their aspirations and actions:

"The very deepest goals for Americans relate to the spiritual health of our people. The right of every individual to seek God and the well-springs of truth, each in his own way, is infinitely precious. We must continue to guarantee it, and we must exercise it, for ours is a spiritually-based society. Our material achievements in fact represent a triumph of the spirit of man in the mastery of his material environment.

"The family is at the heart of society. The educational process begins and is served most deeply in the home.

"From the first days of our history, every American has been responsible for his own life and livelihood, and for his family's, and has shared responsibility for his neighbor's. In our early years, the perils which threatened were close at hand, and the responsibility was inescapable. Now dangers, and opportunities as well, come from greater distance, and more subtly. But they are just as real. And it is as true as in the days of the frontier that the goal for Americans cannot be won without the efforts of all.

"The major domestic goals of equality and education depend overwhelmingly on individual attitudes and actions.

"It is the responsibility of men and women in every walk of life to maintain the highest standards of integrity.

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"Above all, Americans must demonstrate in every aspect of their lives the fallacy of a purely selfish attitude—the materialistic ethic. Indifference to poverty and disease is inexcusable in a society dedicated to the dignity of the individual; so also is indifference to values other than material comfort and national power. Our faith is that man lives, not by bread alone, but by self-respect, by regard for other men, by convictions of right and wrong, by strong religious faith.

"Man has never been an island unto himself. The shores of his concern have expanded from his neighborhood to his nation, and from his nation to his world. Free men have always known the necessity for responsibility. A basic goal for each American is to achieve a sense of responsibility as broad as his world-wide concerns and as compelling as the dangers and opportunities he confronts."²¹

THE THREAT OF INTERNATIONAL COMMUNISM

Yesteryear's Berlin blockade; today's attempted blackmail through the fear of nuclear warfare; the communist aggression evidenced in Asia—all of these vividly and repeatedly call to the attention of each citizen the dangers of communism. Each citizen has a responsibility to acquaint himself with the history of communism and to become aware of the real menace it presents to our American heritage.

Almost a century and a half ago, Karl Marx, the father of Communism, was born in Germany, the son of a prosperous lawyer. After graduation in 1841 from the University of Jena, he drifted into journalism where he expressed his atheistic and socialistic views in various left-wing periodicals. Shortly after the suppression by the Prussian government of the Cologne Rheinische Zeitung, a radical paper of which he was editor, Marx fled to France. In 1849, he went to England with his family, where he remained until his death.

Marx collaborated for some forty years with Friedrich Engels, also of German birth. The son of a wealthy manufacturer, Engels shared Marx's radical beliefs. Together the two "conceived and formulated the doctrine of Communism."²² These two men, so dissimilar in background and habit, combined their intellect to become "the parents of 'scientific socialism.'"²³ *JK*

Writing during a period of social ferment in Europe, Marx and Engels displayed their fundamental ignorance of the workings of a free economic system. These men argued that the owners of the means of production, interested only in the acquisition of wealth, mercilessly exploited their workers. These evils, they contended, could be corrected only by state ownership of the land, mines, factories, and the methods of distribution.

The violent overthrow of existing governments and economic systems and the establishment of a "dictatorship of the Proletariat" they believed to be as inevitable as their expected conflict between "workers" and "capitalists." Marx and Engels did not envision the constitutional changes in government and society that have taken place in so many countries in the last one hundred years.

Because of the upheavals of thought and of political institutions throughout Europe, the pamphlets and books written by the two gained wide circulation. Marx taught that violent revolution would probably be necessary to effect the ultimate triumph of communism. According to Marx, after the proletariat had seized power, a transitional state—the dictatorship of the proletariat—would intervene between actual revolution and the establishment of the final form of communism. The Communist Party would provide the leadership necessary to bring about the desired changes. One characteristic of the Communist Party is that it claims the unique possession of "true knowledge," a monopoly on political wisdom.

RUSSIA

Marxism, Lenin, and the Russian Revolution

Although Marx and Engels developed the basic doctrines of modern communism, it remained for a Russian to provide the revolutionary techniques which have given it potency.

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"It was Lenin's destiny to lead the first successful communist revolution. . . He was the man who took communist theory and galvanized it into communist organization and action. Lenin's activation of communist theory resulted in the seizing of power in Russia. Lenin stands today, just after Marx and Engels, as the movement's third force. More than any other man, he is the 'developer' of modern-day communism and the father of Party structure and dictatorship."24

lenin
chf
"Russia, by the 1880's, was seething with discontent. A strong revolutionary movement, dating from the 1820's, was in rebellion against the despotic Czarist regime. Many of the suggested revolutionary programs were impractical. Some demanded greater voice for the peasants or industrial workers; some espoused violent revolution; others, democratic reform. But on one point they all agreed: there must be a change. The more radical groups believed in political terrorism. Their violent escapades, however, such as assassination, led only to greater oppression."25

Lenin in Exile

In the fall of 1887, Lenin entered Kazan University, where he soon attracted the attention of the police because of his participation in student disorders. It was shortly after this that Lenin started reading Marx and organizing Marxist discussion groups. Admitted to the bar in 1891 at the age of 21, he already was a confirmed revolutionary. Within a few years Lenin dominated the Russian Marxist movement. Four years later, he was arrested, imprisoned, and subsequently exiled to Siberia. After his release in 1900, Lenin and his wife fled to Western Europe, where they moved from city to city, preaching revolution.

It was Lenin who was the architect of the revolutionary Communist Party. He was the one who argued for a restricted group of fanatical, trained revolutionists who believed in the ultimate victory of Marxist principles.

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"All during his lengthy exile, Lenin was constantly studying, writing, debating, and expounding revolutionary principles. Like Marx, he used the facilities of Western democracy, such as the great library of the British Museum, to undermine the very freedom that gave him this opportunity. . . (His) studies, as later events were to prove, helped produce practical and concrete ways of making revolutions."26

The Return of the Revolutionaries

Because of involvement in World War I, the Russian people, their government, their economy, and their social system were subjected to terrific stresses and strains.

"After some 28 months of war, Imperial Russia simply came apart at the seams. All of a sudden, the whole system of imperial government literally ceased to exist. It was not overthrown; it fell. This was the revolution of 1917."27 Alexander Kerensky, whose political philosophy was that of the Social Democrats, assumed control, forcing the Czar to abdicate. This was a signal for Russian revolutionaries to return to Petrograd: Lenin from Switzerland, with the help of the German government; Stalin from exile in Siberia; and Trotsky from the United States.

The Advent of the Bolsheviks

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Lenin and his Bolsheviks* immediately sought power. J. Edgar Hoover, in writing of this phase of the revolution, stated that "Lenin plotted against Kerensky,

*See definition, p.

eagerly awaiting the moment he could overthrow the new government. He created dissension in the ^{Armed} Forces. He refused to cooperate with the government except on his own terms. All the time he was desperately building up and training his Bolshevik Party. Lenin has a 'sixth sense' in diagnosing revolutionary situations. He knew when to act and when not. . . Lenin was the true leader of the Russian Revolution. Stalin, fresh from Siberia, was relatively unknown, but he was learning the skills of deceit and murder that were soon to catapult him to power. *ok*

"In the fall of 1917, the Bolsheviks seized power in the October Revolution. Lenin became the dictator of all Russia. Communism had made its first breach in the wall of capitalism. . . *ok*

"The Bolsheviks immediately instituted a terroristic 'dictatorship of the proletariat,' (whose) prominence and ruthlessness. . . shocked the world. The secret police, then known as the Cheka, instituted a reign of terror; capital punishment was meted out widely. A search for enemies rocked the country. Pravda, the Party newspaper, urged drastic measures. *ok*

"The Czar and the members of his family were executed by the Bolsheviks and their bodies destroyed. . .

"By 1921, when the last 'enemies' (of the nation and the Party) had been driven from Russia, the nation was a shambles. The Bolsheviks, trying to adapt Marxist theory to a nation predominantly rural, had compounded confusion. Industrial production was down, peasants were in open revolt. Private incentive had been ruined. By 1922 famine raged, with tens of millions of people starving or on a semistarvation diet. Some estimates place the loss of life at five million. This was Russia's introduction to communism. *ok*

"Fanatical Lenin, after years of working for the revolution, would not let it slip away from him now. He struck back furiously. Slave labor camps were increased; dreaded secret police compelled conformity, churches were closed. 'Enemies of the people,' those who opposed the Bolsheviks, were ruthlessly executed. Uprisings were cruelly suppressed."²⁸ Under Stalin's New Economic Policy the theories of Marx and Engels were reinterpreted to increase the strength of Russia as an international power. *ok*
Lenin's

The Legacy of Lenin

35 "The skill of Lenin simply cannot be overestimated. He introduced into human relations a new dimension of evil and depravity not surpassed by Genghis Khan or Attila. His concept of Party supremacy, girded by ruthless and ironclad discipline, gave communism a fanaticism and an immorality that shocked Western civilization. Countless individuals, some in high places, simply did not believe that men could behave as did the Bolsheviks; that brutality, terror, and the utter meaninglessness of human dignity could be a policy of state. But that was the contention, and the legacy, of Lenin."²⁹ *ok*

What did this "third force of communism" believe and practice? Lenin held that:

"There could be no permanent coexistence between communists and non-communists. *ok*

"Violence will be an inevitable accompaniment of the collapse of capitalism on its full scale and of the birth of a socialist society.

"The dictatorship of the proletariat is necessary, and victory over the bourgeoisie is impossible without a long, stubborn, and desperate war of life and death. . . .

"As long as capitalism and socialism exist, we cannot live in peace: in the end, one or the other will triumph.

"That contempt for death must spread among the masses and thus secure victory (because) the ruthless extermination of the enemy will be their task."³⁰

This is the legacy of the father of the Soviet state; compare it with our heritage from Washington, Jefferson, Hamilton, Madison, and Lincoln.

The Advent of Stalin

"Years as an agitator, prison inmate, and political schemer gave (Stalin) an insight into communist intrigue that other Party leaders seemed to lack." Hoover thus appraises Joseph Stalin, who was to follow Lenin to power in the Party. Lenin himself distrusted Stalin, although he was too ill to make his distrust effective. Upon the death of Lenin in January, 1924, Stalin moved to assume control of both Russia and the Communist Party.

At the outset, Stalin's chief adversary was Trotsky, himself an early revolutionary and for many years an exile from Russia. He had served Lenin as Commissar of Foreign Affairs and helped to organize the Red army. Stalin believed that Russia should first make herself powerful at home; Trotsky hewed closer to the Marxist line, advocating the immediate promotion of communist revolutions in other countries. Their final aims were the same, but their means were not. Stalin was the eventual winner, exiling Trotsky in 1929. In 1940, Trotsky was assassinated, "reportedly by a secret communist agent."³¹

The Legacy of Stalin

Through deceit, brutality, and murder, Stalin continued the development of the power of the Russian state until his death in 1953. He continued the industrialization of Russia, as well as the collectivization of agriculture. New concepts of the subservient position of the individual and of the family to the state were developed. The ruthless extermination of opposition and the multiplication of slave labor camps marked the rule of Lenin. The militant atheism of Marx, Engels, and Lenin was continued, and with the communist political ideology became the "religion" of the rulers of Russia and of their Party followers.

Leaders of Post-Stalin Russia

Stalin's death on March 5, 1953, set the whole world to wondering who the new Russian leader would be and what internal and external policies he would pursue. J. Edgar Hoover summarized the Kremlin's struggle for power:

"First a triumvirate, Malenkov, Molotov, and Beria, assumed control. Less than a year later Beria, head of the secret police, was executed as a 'traitor.' Then Malenkov, generally regarded as the Number One leader, was deposed as Premier. Later, Molotov, the old-time Bolshevik, was ousted from the Foreign Ministry, as was his successor, Dmitri T. Shepilov, former editor of Pravda. All three were denounced in 1957 as 'enemies' of the Party. (Still

later, Marshal Georgi Zhukov, Red Army hero, was ousted as Soviet Defense Minister.)

"Gradually new faces began to appear, especially that of Nikita S. Khrushchev, a Politburo member, who became First Secretary of the Central Committee of the Communist Party, a powerful position. N.A. Bulganin, one of Stalin's 'political' generals, assumed the job of Premier. These two, referred to as 'B and K,' became the most prominently known leaders."³²

To the average citizen, Khrushchev's denunciation of Stalin at the Twentieth Congress of the Russian Communist Party (February, 1956) signalled his assumption of actual party leadership—a position of leadership formally acknowledged on March 27, 1958, when Khrushchev became Premier. In his 1956 address, Khrushchev accused Stalin of such crimes as mass terror; pathological suspicion and distrust; illegal and capricious arrests; abuse of power; isolation from the people of Russia; and self-aggrandizement.³³ Underlying reasons for this denunciation and for the removal of Stalin's body from the mausoleum in Red Square, as well as the ultimate effect of these actions, cannot now be determined. It is possible, however, to determine the course chosen by present Russian leadership from Khrushchev's own words:

5 "Those who expect us to abandon communism will have to wait until a shrimp learns to whistle.

"What will the (Soviet) policy be like? . . . We will do the same, but with more emphasis."³⁴

Do Russians Enjoy Personal and Political Freedom?

An appropriate answer to a question about the Russian people's knowledge of freedom would involve a comparison of their separate privileges with those of Americans. Many books have been written on the theme of American freedom. Conclusions can be made regarding the Russians from an examination of four aspects of personal liberty.

Is the Russian Family Threatened? In a study conducted by the Harvard Project on the Soviet Social System, data were obtained from former Soviet citizens living in New York City areas. Although they certainly did not represent a random sampling, the persons interviewed state problems and conclusions that provide a degree of insight into Russian family relationships.

Parents were afraid to voice anti-government sentiments in front of their young children. The opposing loyalties set up through constant propaganda as to the ultimate rightness of the state often led children to report actions of their parents which the children felt were inimical to the best interests of the established order. A 20 year-old woman, the daughter of a secondary-school teacher, reported:

"Everyone was afraid of his children. A small child can betray his parents unwittingly, and therefore my parents were always careful in what they said before me and my brother."

A 51 year-old man had this to say about the impact of school training upon the family:

"... in the schools they were developing a child of the worst sort. There were denunciations, lack of respect for elders, and denial of God."

This conclusion was reached by one student of Soviet affairs:

"... the regime was quite successful in opposing the anti-Soviet views of parents and thus in molding the attitudes of young people. Clearly, the first step in the process consisted in gaining the loyalty of children at an early age. The predominant reaction to this on the part of parents was a feeling of fear and helplessness. Little could be done to prevent their indoctrination. . . It (parent-youth conflict over ideals) actually served the purposes of the regime by helping to weaken the family as a source of opposition to Bolshevik ideology."³⁵

Is Religion in Russia Threatened?

32/ Marx made the comment that religion is "the opium of the people." Nothing has occurred in the history of the Soviet Republic or of Red China to encourage the belief that this position has been altered. J. Edgar Hoover said, "Communists have always made it clear that communism is the mortal enemy of Christianity, Judaism, Mohammedanism, and any other religion that believes in a Supreme Being." He quoted Khrushchev as stating, "Don't think that the communists have changed their minds about religion. We remain the atheists that we have always been; we are doing as much as we can to liberate those people who are still under the spell of this religious opiate."³⁶

Rel ch Is Political Freedom Practiced by Russia? Wholesale defections of citizens from communist East Germany, suppressed only by the most rigid military controls, provide all the answers necessary to the question of political freedom in a communist-controlled country. But how are Russian elections conducted? Russia's constitution provides for them in a manner strikingly similar to that of democracies. However, Russia has a one-party system. Only names of candidates of the Communist Party are on the ballot. "Candidates may be nominated by 'social organizations or societies of toilers—i.e., Communist Party organizations and other societies registered in accordance with the law.' Religious organizations are excluded."³⁷ This policy must be interpreted with the knowledge that the Communist Party is the basis for and the director of all social organizations and societies of "toilers". Thus, only the Communist Party is permitted to use the ballot and nominees for office are selected by Party members.

Is Economic Freedom Practiced in Russia? Governmental ownership of all means of production, investment, and distribution of goods are basic tenets of communist theory. A Primer on Communism points out the application of this principle to agriculture: "All farm land in the U.S.S.R. today is divided into collective farms and state farms. Workers on state farms are merely employees of the state, paid for their daily labor. Members of the collective farms nominally claim greater authority in land management, through their chairman, but in fact they have little voice in the operation of these farms."³⁸ The farmer "cannot amass either products or cash returns. He must pay taxes in kind which progressively reduce any surplus. He must also make other 'contributions' in kind, and must meet expenses for seed, fertilizer, etc. He must meet (government established) quota deliveries of his products to the government and must sell his products at low fixed prices set by the state. . . A government decree in 1948 divided all jobs in the Kolkhoz (collective farms) into nine categories. Workers in the top

category, such as skilled tractor drivers, receive five times as much as those in the lowest grade. Rank-and-file members have no fixed income on which they can depend"³⁹

The willingness of the Soviet government to achieve an objective at the expense of freedom and dignity is stated by Inkeles and Geiger, in writing of the economic life of the Soviet Union:

"Almost all observers of the Soviet scene are agreed that the central fact about Soviet economic development was the decision to industrialize extremely rapidly, at an exceptionally forced pace of development. A host of consequences followed from this decision: the standard of living of the population had to be drastically reduced to provide the 'savings' for investment; plans had to be hastily improvised and yet rigidly followed to insure getting all possible slack out of the system; coordination and integration in the execution of decisions was rendered most imperfect because time was short and personnel spread very thin; and all sorts of measures to control resources, and more important to control people, had to be introduced to insure meeting planned targets.

"Such a massive, indeed total, commitment of a population is certainly not unknown in modern history. It happens often in times of war. But at such times there is generally present a most essential element which was missing in the Soviet case—namely, popular consensus. The Soviet people might perhaps have accepted the plans for industrialization, but of their own volition they certainly were not committed—let alone dedicated—to achieving those plans at such great sacrifice as the regime's approach required. Although efforts at mass persuasion were useful, especially when they stressed themes like patriotism or the dangers of attack from the enemy without, they hardly sufficed to develop the consensus necessary for so great a sacrifice as the forced pace of industrialization imposed. Motivation to perform at the level the regime required was weak among managers, generally lacking among the workers, and in the peasants completely overshadowed by fierce hostility to the regime, its objectives, and its methods. Consequently the regime could attain its goals only by a series of relatively extreme measures. One element consisted of very large rewards, by Soviet standards, for a favored few who were crucial to the regime's objectives and who worked especially hard to advance its purposes. Of course this meant even less for the vast majority. The second element of the regime's response to the popular challenge was a monstrous system of controls, checks, directives, inspection, and the like, backed by general terror against the population as a whole, to enforce obedience and to drive people through fear to produce the required effort.

"The price was terrible indeed. In a sense a whole generation of Soviet people was simply written off, used as the human foundation on which to erect Soviet economic progress."⁴⁰

As to the ownership of homes, A Primer on Communism states that "It is legally possible for an individual to own a home in Soviet Russia. . . , but the land does not belong to the home owner, and the acquisition of this type of property is hedged about by innumerable limitations and restrictions."⁴¹ Both prices and wages are set by the State. Neither is the individual free to choose his vocation nor to invest his savings as a form of capital. One Russian may not employ another in the labor-capital relationship of the free economy to which we are accustomed.

How Effective Is the Communist Economy?

Many aspects of Soviet economy need to be considered in assessing this aspect of Russian strength. Both depth and breadth are needed in such an evaluation, which is beyond the scope of this publication. Authoritative summaries and data are available in some of the titles contained in Appendix D, a list of books for professional reading which are available in various schools and in the Professional Library. Trends of the Soviet economy can be summarized, however, and an examination can be made of the relative purchasing power of a unit of worktime in the United States and in the Soviet Union.

In The New York Times this statement is made:

"Soviet production is still well below that of the United States, but is increasing far more rapidly and—what should not be forgotten—far more steadily than is that of the United States. Moreover the increasing Soviet output consists to a much larger degree of goods which serve to further the national power of the Soviet Union than does the product and services mix of the U.S. economy. As a result the standard of living of the American people is far higher than that of the Soviet people, but the efficiency of Soviet utilization of resources for power purposes is far greater than our own. Any long continuation of these trends must pose the most serious questions about the future of our society and our way of life."⁴²

Implicit in the foregoing statement is a fundamental question: Within the framework of our form of government and system of free enterprise, what measures must we as a nation take to assure the survival of the United States in the increasing world struggle between two conflicting types of economy? In Russia, the State can, without the consent of the governed, allocate a high per cent of economic resources to the production of capital goods.

The data in Table I compare the purchasing power of a unit of work in the city of New York to the city of Moscow.

TABLE I
WORKTIME REQUIRED TO BUY CONSUMER ITEMS (AUGUST, 1959)⁴³

ITEM	NEW YORK		MOSCOW		MOSCOW WORKTIME AS % OR NEW YORK WORKTIME
	Hours	Minutes	Hours	Minutes	
Sugar, 1 pound		3 min.	1 hr.	4 min.	2,130 %
Dress, Street, Rayon	4 hr.	36 min.	73 hr.	30 min.	1,600 %
Stockings, Nylon		37 min.	8 hr.	0 min.	1,300 %
Suit, Men's, Wool	23 hr.	0 min.	275 hr.	0 min.	1,200 %
Soap, Toilet		3 min.		32 min.	1,070 %
Shoes, Men's Oxford	7 hr.	0 min.	61 hr.	0 min.	870 %
Beef, Rib Roast, 1 lb.		21 min.	1 hr.	22 min.	390 %
Milk, 1 quart		8 min.		31 min.	390 %
Cigarettes, 1 package		7 min.		27 min.	390 %
Bread, Rye, 1 pound		6 min.		9 min.	150 %

Similar data are presented in Table II. These data are adapted from a report of the Joint Economic Committee of Congress, 1959.

TABLE II

A COMPARISON OF PURCHASING POWER EXPRESSED IN WORKING TIME⁴⁴

Purchase Power	Required Working Time to Purchase in			
	U.S.	U.S.S.R.		
Veal, 1 lb.		26 min.	1 hr.	50 min.
Butter, 1 lb.		22 min.	3 hr.	11 min.
Milk, 1 qt.		8 min.		34 min.
Eggs, 1 doz.		19 min.	3 hr.	
Potatoes, 1 lb.		1.5 min.		13 min.
Sugar, 1 lb.		3 min.	1 hr.	24 min.
Man's suit	33 hr.		350 hr.	
Man's shoes	7 hr.		62 hr.	

Table III compares the work forces of the United States of America and the United States of Soviet Russia.

TABLE III

A COMPARISON OF U.S. AND U.S.S.R. WORK FORCES⁴⁵

Items	U.S.	U.S.S.R.
Population	180 million	200 million
Labor force	73 million	110 million
Armed Forces	2.5 million	3.5 million
Agricultural Work Force	7 million	55 million
Balance (Industry, Services, etc.)	63.5 million	51.5 million
Consumer Goods Production	42 million	19 million
Capital Goods Production	21.5 million	37.5 million
Gross National Product (GNP)	\$500 billion	\$200 billion
Productivity Ratio of the U.S.S.R. is approximately 25% of the U.S.		

The above data reflect the almost incomparable differences in the economic philosophies of the two nations.

How Is Control Maintained by the Government? The most elaborate machinery of government and suppression that the world has ever seen has been developed by the Soviet Union for completely controlling the lives of its more than two hundred million citizens. Literally, everything is controlled by the state and, therefore, by members of the Communist Party. The land and the uses to which it is put; motion pictures, newspapers, magazines and books—all these must serve the communist cause. Music and visual art, too, must serve the predetermined ends of the State if they are to exist. As the rulers of the Russian state control its economy, so do they seek to control the emotions, the thoughts, the lives of its citizens.

Almost every employed person in the Soviet Union works for some unit of the State, including clerks and managers of stores, artists, musicians, dancers, farm workers, miners, railroad workers. Probably the key to control is membership in the Communist Party or its youth organizations. But membership is restricted. Only those who are willing to surrender completely to the Party and who will give unquestioning obedience are considered. Careful screening, sponsorship by present Party members, and continual hard work after admission to the Party are required. Estimates of the percentage of Party membership range as high as about 10 percent of the total Russian population. To these selected few go all civic offices and responsibilities, all Party positions and perquisites, and the best of scarce food, housing, and recreational facilities. Accompanying this domination over the economic and social life of all citizens is complete control of mass media of communication and the use of calculated and efficient methods of terror.

Has International Communism Spread?

Expansion of communism in many parts of the world is of grave concern to citizens of the United States. Since 1939, more than 14 million square miles of the world's territory have been brought under communist control. More than 700 million persons have lost their freedom through Red aggression. With Soviet military support, local communists assumed key governmental posts in Rumania, Bulgaria, and Albania soon after the close of World War II. In 1947 Poland and Hungary fell, and a year later Czechoslovakia was numbered among those to whom freedom had been lost. Table IV(p.61) summarizes communist expansion since 1940.

Russia's march into Manchuria in the closing days of World War II provided a base of operations for Mao Tse-tung, long a leader in the move to communize China. By 1949 he had driven the Nationalist Chinese Government from the mainland. Now extended from Europe to Asia, the communist struggle continued with the Korean war of 1950, the seizure of Tibet, and the invasions of India and of Laos serving only as examples of the aggressive nature of communism.

What Is the Record?

Do the communist governments present a threat to the ideals and institutions which have made America great? Is there evidence that these totalitarian countries, dedicated to principles and philosophies which are repugnant to every good citizen of this nation, are working toward the overthrow of our social, economic, and political systems? The answers to these questions lie in the foregoing paragraphs, which are summarized below.

1. Marxism, the theoretical basis of communist policy and practice, has as its goal the violent overthrow of opposing governments and economic systems.
2. Khrushchev declared that his government would continue, "but with more emphasis," the terroristic expansion of communism undertaken by Soviet leaders who preceded him. These threats were made against the free nations of the western world as well as against the underdeveloped areas of Asia, Africa, and Latin America.
3. The social structure of communism is directed toward the enhancement of the state and toward furthering national power.
4. Atheism and statism have become the religion of communists everywhere.

TABLE IV

EXI STION OF THE COMMUNIST COLONIAL EMPIRE SINCE 1939⁴⁶

USSR Annexed	Year	Area (square miles)	Population
1. Part of Rumania	1940	19,400	3,700,000
2. Estonia	1940	18,300	1,200,000
3. Latvia	1940	25,400	2,100,000
4. Lithuania	1940	23,000	3,000,000
5. Part of East Prussia	1945	5,400	1,200,000
6. Eastern Czechoslovakia	1945	4,900	730,000
7. Eastern Poland	1945	69,900	11,800,000
8. Part of Finland	1940	17,600	450,000
9. Tannu Tuva	1944	64,000	65,000
10. Japanese Possessions	1945	17,800	433,000
Soviet Satellites			
11. Albania	1946	10,700	1,300,000
12. Bulgaria	1946	42,800	7,300,000
13. Czechoslovakia	1948	49,300	14,000,000
14. Eastern Germany (Including Soviet sector of Berlin)	1949	41,500	18,500,000
15. Hungary	1947	36,000	10,000,000
16. Poland	1947	121,100	26,500,000
17. Rumania	1948	91,600	17,000,000
18. Communist China* (Not incl. Tibet)	1949	3,281,000	582,000,000
19. Outer Mongolia	1945	626,000	1,000,000
Communist China's Colonial Empire			
20. North Korea (With Communist China)	1948	48,500	9,000,000
21. North Vietnam	1951	72,000	12,000,000
22. Tibet	1951	469,000	1,200,000

5. Political freedom is unknown in communist countries.
6. All means of production and distribution are owned by, and directed toward the service of, the state, and are used to develop the power of communism.
7. Communist peoples are controlled by their governments through intimidation and indoctrination. Free expression of ideas is not permitted. Citizens in communist countries are told that the United States and its allies are aggressors.

* Recent events indicate that Communist China's earlier satellite relationship to the USSR is undergoing change.

8. Since 1939, more than 14 million square miles of territory and more than 700 million persons have been brought under communist control. Many nations everywhere are threatened by communist infiltration, subversion, and aggression.
9. Russia has repeatedly broken international agreements designed to maintain peace and order in the world. Promises to hold free elections in various areas under her control have never been kept.

The United States and Soviet Russia

Observing Russian aggression with mounting concern, the United States moved to strengthen and help organize the beleaguered nations of Western Europe after World War II. In 1947, aid was sent to Greece and Turkey. In 1947 and 1948 the Marshall Plan was developed. In 1949, the North Atlantic Treaty Organization was organized. These moves, together with the development of defense bases in cooperation with European nations, and military and economic aid to help other nations continue resisting Russia, have been undertaken as safeguards for the Free World.

COMMUNIST CHINA

The Union of Soviet Socialist Republics does not present the only threat to freedom; the giant that is Red China is at least an equal menace to the peoples of the entire world. Organized in June, 1921, by a group which included Mao Tse-tung, the Chinese Communist Party achieved control of the Chinese mainland in 1949. A Department of Defense publication stated that:

"Communism is not a doctrine of the Chinese people. It has been imposed upon them under false pretenses by a Party inspired by the example of the Soviet Union."

What Is the Intent of the Red Chinese?

Know Your Communist Enemy, a publication of the Department of Defense, summarizes the history and the objectives of Communist China:

"The chief objective of the Chinese Communist Party has been to create an industrial economy ruled by a privileged few who exercise dictatorial control over the Government and the lives of the people. Back of that purpose is the intent to develop an economic base for a powerful and modern military force.

"To win enough followers among the peasants and workers of China, the Communist Party made use of two lines of false propaganda about its intentions. One of these was that the Communist Party wanted to reform Chinese agriculture for the benefit of the great majority of the peasants. The other, and more recent, Communist line was that the Party would lead all classes of people in China in a 'national liberation movement' against foreign control and for the establishment of a 'peoples' democracy' at home.

Do the Chinese Know Freedom?

"As in the case of the Soviet Union, all personal and civil liberties in China have disappeared, and the 'New Democracy' has turned out to be another Communist Party dictatorship. The land reform program has been used as a weapon for terrorizing the peasants rather than as a measure to improve their conditions of life." Following the earlier Russian pattern, the Chinese

- peasant has become a unit of collectivized agriculture, stripped of individuality. "The industrial workers, too, are being increasingly regimented to work long hours and at break neck speed to further the ambitious plans of the Government. The only persons to benefit from China's 'New Democracy' are the privileged few in the upper ranks of the Party bureaucracy.

What Is the Record of Chinese Communism?

"Communists in China have tried to deceive other people in Asia into following them in an all-out campaign, including the use of military force, against the West and particularly the United States. They have already demonstrated their ruthlessness by open military aggression in Korea, by conquest of Tibet, and by helping the Communist forces in Indochina to win control of the northern part of that country.

"Summed up, what is the record of Chinese communism to date? It is a regime which engaged in aggression in Korea and Indochina, defied the authority of the United Nations, charged the U.N. with aggression, and conducted itself in opposition to the principles for which the U.N. stands.

"It has engaged in subversion and intimidation throughout all Southeast Asia. It has mistreated and imprisoned foreign nationals without trial or even a statement of charges.

"It has confiscated foreign business holdings and ignored the international rules of prisoner-of-war care. It has repeatedly violated armistice agreements. It has carried on an extortion racket among overseas Chinese, and promoted large-scale trade in banned narcotics in order to secure badly needed foreign exchange.

"Although professing a toleration for all types of religion under a pronouncement of 1947, the Chinese Communist Government has violated that promise consistently. Freedom of worship has no place in the Communist picture since it is a 'primary obstacle to the success of Communism anywhere.'

"It has deliberately encouraged its people to hate, through a nationwide 'Hate America' campaign vigorously conducted under that very name. It has visited upon its own people all the miseries associated with a Communist police state of the worst order. . .

"The communists have thus turned China, with its immense population and natural resources, into an aggressor state and a menace to world peace.

The United States and Red China

"The United States has no aggressive designs against China. None of our moves in Asia has been directed toward restoring colonial rule in China or anywhere else. Our policy has been to end colonial rule in Asia as soon as practicable. Our action in the Philippines, by which we voluntarily released those islands as a self-sustaining democracy, shows that we mean what we say.

"But in its own self-interest, the United States has been compelled to strengthen its defenses. . . As a step in this direction, the United States and seven other free nations—Australia, France, New Zealand, Pakistan, the Philippines, Thailand, and the United Kingdom—have joined together in a Southeast Asia Collective Defense Treaty."⁴⁷

OUR PERIL

"Draw from other people's dangers the lesson that may profit yourself." From a Roman playwright comes this warning to all men yet free. Enslavement of millions of European and Asiatic peoples to communism is testimony to our danger. The ceaseless attack on the champions of freedom also emphasizes the determination of Khrushchev and Mao that the rights of men shall no where be safe. Khrushchev himself has made plain the unremitting hatred that communists bear all those who would oppose their plan to make of the earth one communist world:

"... of course we must realize that we cannot coexist eternally. One of us must go to his grave. We do not want to go to the grave. They (the Western Powers) do not want to go to their graves either. So what must be done? We must push them to their graves."⁴⁸

THE TEACHER AND HIS RESPONSIBILITY

A fighter of communism for almost half a century, J. Edgar Hoover probably has devoted more attention to the study of anti-communist techniques than any other American. In The Lion for October, 1957, he offered dynamic suggestions to Americans who would assist in the world-wide struggle against communism:

"We must assume the offensive against communism on every front—in education, in the field of economics, in the political life of our nation, and most specifically, on the spiritual front, for we do not live in a static world. The story of history is the story of change. If we are unable to feed with dynamic faith the great spiritual force which molded us into a nation we shall be forced to retreat before the strength of false prophets. . .

"It is especially vital that persons in the field of education inform themselves of every aspect of the communist conspiracy. Only when such leaders go beyond the dictionary definition—only when they explore the reality of the evil which inescapably flows from this philosophy—can they reveal its fatal flaws to their students. . .

"It is the vital task of educators to transmit to their students the vision and the challenge of a philosophy which holds sacred the dignity of the individual. . ."⁴⁹

THE UNITED STATES VS COMMUNISM

Some Contrasting Political Ideals and Practices

(THE FOLLOWING CONCEPTS WILL BE DEVELOPED IN LINE DRAWING FORM, WITH CAPTIONS: HEADINGS AND FORMAT WILL BE DEVELOPED WITH THE ILLUSTRATOR)

THE UNITED STATES

The individual is guaranteed the right to determine his own destiny

Voters are free to oppose the party in power and to elect officials by secret ballot

The Nation is governed by officials responsible to the people

Personal liberty and private property are safeguarded by the Constitution

Freedom of religion is guaranteed by the Constitution

Freedom of speech, of assembly, and of the press are guaranteed by the Constitution

People are free to choose their own jobs

Wages are determined by individual and collective bargaining

People own means of production

COMMUNIST NATIONS

The individual is controlled by the State in his political, economic, and cultural activities

Elections are controlled to maintain the power of the dictator

The Nation is ruled by dictators not responsible to the people

Individuals have little if any freedom under the police state

Religion is suppressed or discouraged and controlled by the State

All forms of communication are controlled by the State

People are regimented in choice of occupation

Wages and prices are controlled by the State

State owns all means of production



6/17/71

62-104277-2534

ENCLOSURE

REC-13

February 2, 1962

Miss [redacted]
Permissions Department
Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

Dear Miss [redacted]

Your letter of January 29, 1962,
with enclosures, has been received.

We have no objection to material
from "Masters of Deceit" being utilized in the
teaching guide for the Los Angeles City Board of
Education.

Thank you for bringing this matter
attention.

Sincerely yours,

Clyde Tolson

MAILED 2

FEB 2 - 1962

COMM-FBI

NOTE: [redacted] of Los Angeles Board of Education
not identifiable in Bufiles. Nothing derogatory re this group.
Teaching guide designed to stress superiority of American
system over communism. Quotes are accurate. Enclosure not
to be returned.

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Callahan _____
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Rosen _____
Sullivan _____
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Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐

TELETYPE UNIT ☐

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February 7, 1962

Mrs. [REDACTED]
340 Houston Road
San Marcos, Texas

Dear Mrs. [REDACTED]

Your letter of January 31, 1962, has been received, and the interest which prompted you to write is appreciated.

In response to your inquiry, I regret to advise that I do not have copies of my book, "Masters of Deceit," available. It can be obtained directly from the publisher, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York. This book sells for \$5.00 per copy.

I am forwarding, under separate cover, some information on the general subject of communism you may wish to read.

Sincerely yours,

J. Edgar Hoover

John Edgar Hoover
Director

1 - Mr. [REDACTED] (Sent Direct)

1 - USC

THE Deadly Contest

Let's Fight Communism Sanelly

Communist Party, USA (Social Order)

The Communist Party Line

One Nation's Response to Communism

NOTE: Correspondent is not identifiable in Bufiles.

SAW:mew (5)

MAIL ROOM ☐

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Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

REC'D-READING ROOM
FBI

FEB 7 2 31 PM '62

TRUE COPY

940 Houston Rd.
San Marcos, Tex.
Jan 31, 1962.

J. Edgar Hoover, Director
Federal Bureau of Investigation
Washington, D. C.

Dear Mr. Hoover,

I have been taking the Civil Defence Survival Course and heard of your book "Masters of Deceit." The local stores are unable to get this book for me. Would it be possible for me to obtain this book direct from you?

Sincerely,

Mrs.

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REC-1

EX - 107

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*Let: 2-7-62
HCC, 2-5-62, cjk*

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San Marcos, Tex.
Jan 31, 1962.

J. Edgar Hoover, Director
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Washington, D.C.

Dear Mr. Hoover,

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me. Would it be possible for
me to obtain this book direct
from you?

Sincerely,
Mrs. [redacted]

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Law: ejk, maw

LC : 17C, 2-5-62, yk

CORRESPONDENCE
1500

2536
February 2, 1962

REC-28

Mr. [REDACTED]
Assistant to the President
Mutual Benefit Health and
Accident Association
Omaha, Nebraska

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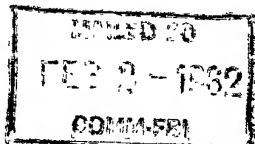
Dear Mr. [REDACTED]

Your letter of January 29th, with enclosure, to Assistant Director C. D. DeLoach has been brought to my attention, and it was thoughtful of you to advise us concerning the talk given by [REDACTED] at the Youth Day Service of your church. In response to your request, it is a pleasure to send you, under separate cover, a copy of my book, "Masters of Deceit," which I have autographed to him, and I would certainly appreciate your presenting it to him.

b6
b7C

Sincerely yours,

J. Edgar Hoover



NOTE: Bufiles contain no derogatory information concerning correspondent and he received an autographed copy of "Masters of Deceit" on 11-3-61. [REDACTED] was in charge of arrangements for the presentation of the Criss Award on 12-7-61. He was thanked for his work by letter of 12-8-61. Bufiles contain no information identifiable with [REDACTED] enclosed a copy of his church's program for 1-28-62 at which [REDACTED] spoke.

BS:j ks

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐

TELETYPE UNIT ☐



MUTUAL BENEFIT HEALTH AND ACCIDENT ASSOCIATION • OMAHA • NEBRASKA

[REDACTED]
ASSISTANT TO THE PRESIDENT

January 29, 1962.

✓ m. [unclear]

Mr. C. D. DeLoach,
Assistant Director of the
Federal Bureau of Investigation,
U. S. Department of Justice,
Washington 25, D. C.

Dear [REDACTED]

The surprise of my life Sunday morning at the Ralston Community Church was when one of our high school students gave the talk at our Youth Day Service, and he chose Mr. Hoover's speech as an example of Christian Living in our modern life.

He even had copies of Mr. Hoover's speech to pass out to all members of the congregation as they left the church.

VEBA.
[REDACTED] is the boy's name and I'd like to suggest that we give him a copy of Mr. Hoover's book, personally auto-graphed.

Let me know if you think this is a good idea.

Cordially,

[REDACTED]

b6
b7c

am

CMC:MO

*ack 2-2-62
BS: jfs
copy to [REDACTED]
2-2-62*

REC-23

62-104277-2536

X-107

FEB 8 1962

ENCLOSURE

1 ENCLOSURE ATTACHED

8/21

62-104297-2536

JANUARY 28, 1962

WORSHIP HOURS 9:30 AND 11:00 A.M.

MRS. WILLIAM L. BENKER 9:30
DONALD OLSON 11:00

"JOYFUL, JOYFUL, WE ADORE THEE"

*INVOCATION

SCOTT KOCH 9:30

GARY AMUNDSON 9:30

9:30

RESPONSE

GARY AMUNDSON 9:30

LARRY FRANK 11:00

ROGER DEMOREST 9:30

DOUG LACEY 11:00

LESLIE BROWN 9:30

GREG FRANKLIN:00

11:00

"HOW TO LIVE A CHRISTIAN LIFE

9:30

IN THE ATOMIC AGE"

DUNCAN SHROUT

"CHRISTIAN LIVING IN OUR MODERN LIFE"

11:00

BARBARA BENKER

RAY HARRIS

"NOW THANK WE ALL OUR GOD"

*BENEDICTION

***LATE-COMERS WILL BE SEATED

3:00 CONFIRMATION CLASS

7:00 FINAL SUNDAY NIGHT JUNIOR HIGH YOUTH MEETING

8:00 OLD TESTAMENT CLASS (AT THE CHURCH)

8:00 CHURCH HISTORY CLASS (RAY STANLEY RESIDENCE)
777^{1/2} STATE ST.

7:30 DEACON'S MEETING

7:30 SENIOR HIGH AND ADULT CHOIR REHEARSAL

4:00 JUNIOR CHOIR REHEARSAL

WE WISH TO REMIND YOU THAT A FEW PACKETS ARE LEFT OF THE SECOND SEMESTER KINDERGARTEN READING BOOKS. ALSO, ONE NURSERY PACKET OF BOOKS REMAINS. THESE MAY BE PURCHASED AT THE SUPERINTENDANT'S DESK FOR \$1.00.

THE FINAL SUNDAY NIGHT JUNIOR HIGH FELLOWSHIP MEETING IS TODAY AT 7:00. WEDNESDAY, FEBRUARY 7, BEGINS THE NEW JUNIOR HIGH AND THE SENIOR HIGH PROGRAMS. MAKE SURE YOUR NAME IS ON THE LIST TO COME. 35 JUNIOR HIGHS AND 9 SENIOR HIGHS HAVE SIGNED UP TO DATE.

ALL REGULAR MEMBERS AND VISITORS ARE CORDIALLY INVITED TO SHARE FELLOWSHIP WITH US OVER A CUP OF COFFEE FOLLOWING EACH SERVICE IN THE CHURCH BASEMENT.

REV. ARTHUR WOLFGARTH 733-3245
REV. ROBERT J. PETERS 733-6245

What Does a Young Man Need?

THESE are not easy days for our young. They have inherited the legacy of two gigantic wars in this century. They live in the volcanic threat of hydrogen bombs on the one hand and population explosion on the other. It is a wonder that all do not go *beatnik*, throw caution to the winds and drown the ominous thunder of tomorrow in one continuous round of reckless living.

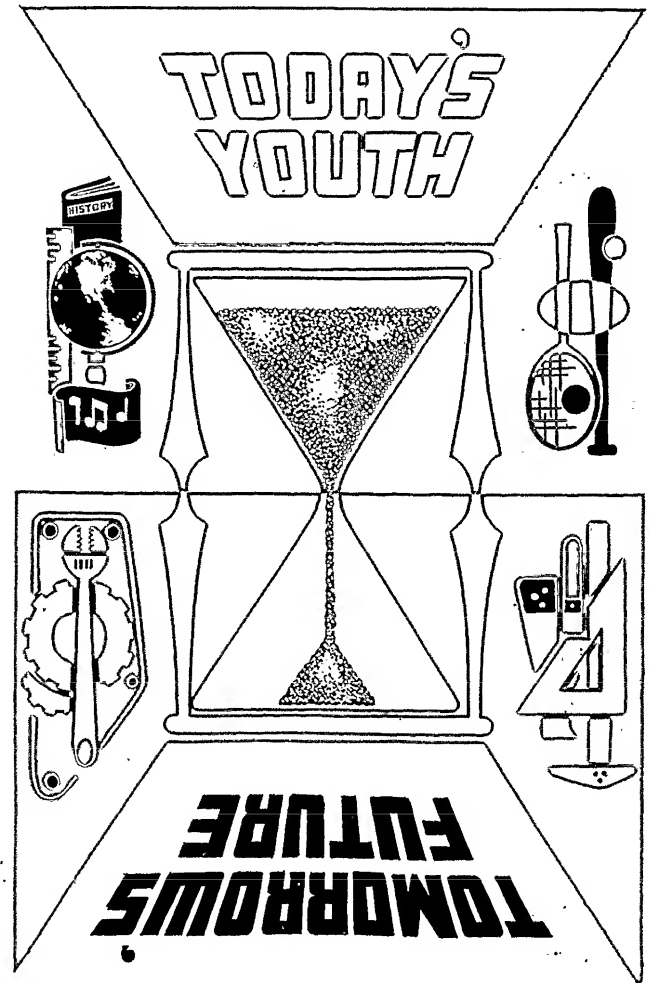
But our youth are asking deep questions and are yearning for great answers. They have needs, and are seeking.

They need instruction, of course. The wisdom of the ages, gathered by their fathers before them, should be transmitted to them. More than knowledge of this scientific age, they need and want wisdom for life itself. There are values and insights that remain constant, and are therefore called eternal.

They need correction and reproof, too. If they err, it is stark betrayal of them if parents and leaders do not take seriously the task of correction, and even punishment. The father who chastens his son is the father who loves him.

Neither instruction nor correction alone will be enough. Above all else, our youth need to be loved. Everyone wants to be a *somebody*, to be accepted, to be important. We try to be a *somebody* by excelling; by competing in skills with our neighbors, by amassing more money, by promotions to positions of more power. All this is really futile.

Only when a person rests back, secure and safe, in the love of someone does he become a *somebody*. He becomes important because he is loved! Human love may fail him. But there is a great, unfailing Lover—the Lord Himself. This love is our youths' greatest need. Nothing less will do. Resting back in this everlasting love, they can take on the world and all its threats with courage. For nothing, not even death and the end of the world, can separate them from the love of God in Christ Jesus, their Lord.



62-104277-2536

Jan 31, 1962.

Dear Mr. Hoover ^OMasters of Deceit
Thanks for writing an
interesting book, "Masters of Deceit," its
unbelievable.

However I have a more appropriate
title for it. Masters of Madness, or the
story of a group of Madmen who have
gained control of a government and are
grooming all the fanatics in the world to
carry out their insane directives.

Coming from anyone but you, it
would be hard to believe.

Kind Regards

And the best of wishes

Vidal, Calif.

REC-29

62-104277-253
22 FEB 1962

CORRESPONDENCE

EXP. PROC.
b6
b7C
FEB 5-1962

Vidal, Calif.

Handwritten notes and stamps:
- "Handwritten to Mr. Hoover" (faint)
- "RECEIVED" (stamp)
- "FEB 15 1962" (stamp)
- "2-6-62" (handwritten)
- "JH/ble" (handwritten)
- "3-1-62" (handwritten)
- "PER. REC. UNIT" (stamp)
- "JH/ble" (handwritten)

TRUE COPY

Jan 31, 1962.

Dear Mr. Hoover.

Thanks for writing an interesting book, "Masters of Deceit."
Its unbelievable.

Hoover I have a more appropriate title for it. Masters of
Maniacs, or the story of a group of Maniacs who have gained control
of a government and are grouping all the fanatics in the world to carry
out their insane directives.

Coming from anyone but you, it would be hard to believe.

Kind Regards
and the best of wishes.

[Redacted]

Vidal, Calif.

b6
b7C

TC
2-6-62 vlc
rml/vlc
Morrell to JH/ble
2-7-62
DeLoach memo

8/11

UNITED STATES GOVERNMENT

Memorandum

Tolson _____
 Belmont _____
 Mohr _____
 Callahan _____
 Conrad _____
 DeLoach _____
 Evans _____
 Malone _____
 Rosen _____
 Sullivan _____
 Tavel _____
 Trotter _____
 Tele. Room _____
 Ingram _____
 Gandy _____

TO : Mr. DeLoach

DATE: February 7, 1962

FROM : D. C. Morrell *OCM*SUBJECT:

VIDAL, CALIFORNIA

Captioned correspondent wrote 1-31-62, commenting favorably on the Director's book, "Masters of Deceit."

b6
b7C

Bufiles indicate we investigated this correspondent during 1950 and 1951 under the Atomic Energy Applicant Program. It was determined that he had been employed in 1947 by the United States Marine Corps, and was discharged for attempted theft of Government property and for failure to report an attempted theft of Government property by another Federal employee.

He is identical with FBI number and as of the time of this investigation had a number of arrests for drunkenness and disturbing the peace.

RECOMMENDATION:

In view of above background it is believed correspondent's letter should not be acknowledged.

JH:blc
(2)

REC-29

EX 100

62-104277-2538

FEB 9 1962

CORRESPONDENCE

FEB 15 1962

TRUE COPY

February 5th 1962

For J. Edgar Hoover, -

I am writing asking you to fight for our nation as never before and not letting them that they stand up for America and that they demand that the Connally Amendment stand. Also please find enclosed a 25¢ piece enclosed. Please send me your Booklet on Masters of Deceit. Thank you.

Sincerely,

Mrs.

b6
b7C

Mrs.
1148 W. Nicolet St.,
Banning, California.

17C-2862-1148
get
2-9-62
EPT:map

EX-108

REC-37

62-104277-2539

FEB 12 1962

8-11

February 5th 1962

Mr J. Edgar Hoover-

I am writing asking
you to fight for our nation
as never before and not
letting them that they stand
up for America and that
they demand that the
Constitutional Amendment stand.
Also please find enclosed a
25¢ piece enclosed. Please
send me your Booklet on
Masters of Deceit. Thank you.

Sincerely,



Mrs. [redacted]

b6
b7C

Mrs. [redacted]

1148 W. Nicolet St.,
Banning, California.

(returned)
ENCLOSURE
25¢

1 T.C. - 2-8-62 - rap
ack 2-9-62
GPT:map

CORRESPONDENCE

REC- 31

February 9, 1962

44-108
Mrs. [redacted]
1148 West Nicolet Street
Banning, California

b6
b7C

Dear Mrs. [redacted]

Your letter of February 5th, with enclosure, has been received, and the concern which prompted you to write is appreciated. I want to assure you that the FBI will continue to vigorously discharge its responsibilities in protecting the internal security of our Nation.

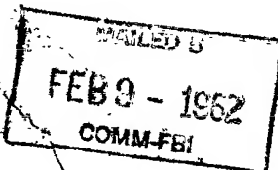
0 This Bureau does not have copies of my book, "Masters of Deceit," for sale; therefore, I am returning the twenty-five cents you sent. It is usually available in public libraries or may be purchased at local bookstores. If you cannot obtain a copy in your community, you can secure one by writing to the publisher, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York. The price is five dollars.

In view of the interest you expressed, I am forwarding, under separate cover, several items dealing with the general subject of communism.

Sincerely yours,

J. Edgar Hoover

John Edgar Hoover
Director



FEB 9 5 23 PM '62
REC'D-READING ROOM
FBI

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

Enclosures

1 - Mr. [redacted] 4724 - (sent direct)

USC-Mat

Listed next page.

NOTE: See next page.

EFT:rap
MAIL ROOM ☐

(4)

TELETYPE UNIT ☐

REC'D [redacted] [redacted]

Mrs.

b6
b7C

USC Material

One each of:

Let's Fight Communism Sanely
Faith in God--Our Answer To Communism
4-17-61 Internal Security Statement
The Faith To Be Free--Criss Award Speech, 12-7-61
The Communist Party Line

NOTE: Bufiles contain no record identifiable with correspondent.

1 - Mr. Smith

February 9, 1962

Miss [redacted]
4323 Merritt Street
La Mesa, California

Dear Miss [redacted]

The kind comments expressed in your letter of February 1, 1962, are indeed appreciated. I hope you are finding my book, "Masters of Deceit," both helpful and useful. It was written in hope that it would be used as a text by those desirous of learning more about the communist menace.

I have repeatedly urged students to learn the true nature of the menace of communism. Education is of strategic importance in the struggle raging between communism and the free world. Young men and young women who study will mature with strong minds, courageous hearts and ready hands knowing that they are for freedom, education and God and not just against communism, ignorance and sin. Such young people will share in the opportunity to defeat this conspiracy with the weapon it fears most - truth.

I wish to emphasize that communism is a grave threat to the continued existence of the United States. In view of this, it is vitally imperative that we remain calm, rational and thoroughly accurate in what we say and do in opposing it.

Enclosed is some additional material which may be of interest to you.

Sincerely yours,

J. Edgar Hoover

John Edgar Hoover
Director

Enclosures - 3

WLS:cdh (3)

SEE NOTE ON YELLOW PAGE TWO

MAIL ROOM ☐ TELETYPE UNIT ☐

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

REC'D-READING ROOM
FBI
FEB 9 4 25 PM '62

b6
b7C

Miss

b6
b7C

NOTE ON YELLOW:

Correspondent identifies herself as a student. On August 9, 1961, she wrote a letter to the Director expressing her appreciation for the Director's efforts to defeat communism. The letter was acknowledged and she was furnished some literature. (62-12188-6171)

There is no duplication of remarks or literature in the Director's replies to her letters.

The following literature was furnished to the correspondent:

- (1) "Time of Testing"
- (2) "Faith in God--Our Answer To Communism"
- (3) "The Faith To Be Free"

TRUE COPY

February 1, 1962

Mr. J. Edgar Hoover
F. B. I. Office Bldg.
Washington 25, D. C.

Dear Sir,

It is my deepest and most sincere pleasure to congratulate you on all your anti communist doings and writings. I am at present engaged in reading your "Masters of Deceit." This book is most informative but I wish I could do some thing else in the form of action. Do you have any suggestions of what would be most profitable for me, as a student, to do. I certainly do not want the communists to get any stronger a foothold in the United States or anyplace else.

Good Luck in all you future projects.

May God bless you,

/s/

[Redacted Signature]

b6
b7C

ADDRESS:

4323 Merritt St.
La Mesa, California

TRUE COPY

February 1, 1962

Mr. J. Edgar Hoover
F.B.I. Office Bldg
Washington 25, D.C.

Mr. Tolson	
Mr. Belmont	
Mr. Mohr	
Mr. Callahan	
Mr. Conrad	
Mr. DeLoach	
Mr. Evans	
Mr. Malone	
Mr. Rosen	
Mr. Sullivan	
Mr. Tavel	
Mr. Trotter	
Tele. Room	
Mr. Ingram	
Miss Gandy	

Dear Sir,

It is my deepest and most sincere pleasure to congratulate you on all your anti communist doings and writings. I am at present engaged in reading your "Masters of Deceit." This book is most informative but I wish I could do something else in the form of action. Do you have any suggestions of what would be most profitable for me, as a student, to do. I certainly do not want the communists to get any stronger a foothold in the United States or anyplace else.

Good Luck in all your future projects.

May God bless you,

ADDRESS:

4323 Merritt St.
La Mesa, California

REC-37

62-107211-151

10 FEB 5 1962

13

CORRESPONDENCE

EXP. PROC.

FEB 5 1962

b6
b7C



THE FOREIGN SERVICE
OF THE
UNITED STATES OF AMERICA

The American Embassy
Rome, Italy

Date: February 2, 1962
To: Director, FBI
From: Legat, Rome (94-2) (P)
Subject: "MASTERS OF DECEIT"

ReBulet dated 1/22/62 requesting Legat, Rome, to have the publisher make changes in the editorial presentation which will appear in the Italian version of the Director's book, "Masters of Deceit".

By letter dated 1/29/62 [redacted] Editore Sugar, Milan, Italy, advised that the book is currently being printed and that it will not be possible to make the changes requested by the Bureau in the first edition of the book. [redacted] stated that the changes will be made in the second edition.

While the literal translation of the phrase to which the Bureau has raised an objection is as stated, the exact connotation of the phrase "lavoro di carattere politico" refers to the fact that this is work in subversive fields rather than a political work. The "Ufficio Politico" which exists in all of the Italian Police headquarters through Italy and in the Ministry of Interior in Rome, is not the "Political Office" but is the office which is engaged in investigating subversive matters.

3 - Bureau (1 - Liaison Section)
1 - Rome 94-2

AAC:vw
(4)

001 111

REC-14 62-104277-2541

10 FEB 1962

CRIME RECORDS

82
51 FEB 19 1962

No action
necessary
See Bulet
1/29/62
J. P. [unclear]
1/29/62

b6
b7C

38

9019 Joan Street
Spring Valley
California

2 February 1962

J. Edgar Hoover
F.B.I. Office Bldg.
Washington D.C.

EXP. PROC.

FEB 9 1962

Dear Sir:

In an effort to become informed of the threat Communism poses to this nation, I have attended study groups and an anti-Communism school on this subject. Further, I have read articles and books, among which, was your book "Masters of Deceit." This book is not only very interesting reading but the most informative on the subject to my knowledge, reaching the public in force and numbers.

I should like to compliment you on your literary accomplishment. 62-104277-2592

REC-22
Please continue your fight against Communism. FEB 15 1962
The people are for you.

Sincerely,

[Redacted Signature]

CORRESPONDENCE

b6
b7C

ask 2-13-62
nmh JH:LA
13C-111

February 13, 1962

Mr. [redacted]
9019 Joan Street
Spring Valley, California

Dear Mr. [redacted]

I received your letter of February 2nd and want to thank you for your kind comments. I am pleased that you found my book, "Masters of Deceit," informative and your statements concerning it, as well as your expression of support, are appreciated. I hope our efforts will continue to merit your approval.

In view of your interest, I am sending you, under separate cover, some literature dealing with the general topic of communism I thought you might like to read.

Sincerely yours,

J. Edgar Hoover

1 - Mr. [redacted] - Room 4724 (sent direct)

USC

- 1 - Communist Illusion and Democratic Reality
- 1 - 4-17-61 Internal Security State Sent
- 1 - The Faith To Believe
- 1 - One Nation's Response to Communism
- 1 - The Communist Party Line

NOTE: Correspondent cannot be identified in Bufiles.

JH:brd (4)

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐

TELETYPE UNIT ☐

REC'D-READING ROOM
FBI

FEB 13 9 53 AM '62

b6
b7c

TRUE COPY

9019 Joan Street
Spring Valley,
California

2 February 1962
J. Edgar Hoover
F. BI Office Bldg.
Washington D. C.

Dear Sir:

In an effort to become informed of the threat Communism poses to this nation, I have attended study groups and an anti-communism school on this subject. Further, I have read articles and books, among which, was your book "Masters of Deceit." This book is not only very interesting reading but the most informative on the subject to my Knowledge, reaching the public in force and numbers. I should like to compliment you on your literary accomplishment.

Please continue your fight against Communism. The people are for you.

Sincerely,

/s/

[Redacted Signature Box]

b6
b7C

*ask 2-13-62
JH: lit.
rec'd
150-211*

gd

62-111000-2543

February 13, 1962

FEB 13 2 26 PM '62
REC'D-READING ROOM
FBI

b6
b7C

Mrs. [REDACTED]
6518 Airoso Avenue
San Diego, California

Dear Mrs. [REDACTED]

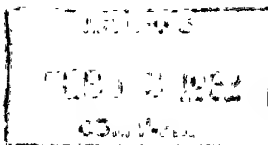
Your letter of February 4th has been received, and I want to thank you for your comments about my book, "Masters of Deceit."

With regard to your inquiry, I regret that I am unable to be of assistance to you. Over the years it has been my policy not to comment on or evaluate any group with which I am not personally familiar. I know you can understand my position in this respect.

Enclosed is material on the general subject of communism, together with a list of organizations which were cited by the Department of Justice pursuant to Executive Order 10450. You may also be interested in securing a copy of "Guide to Subversive Organizations and Publications." This booklet was prepared by the House Committee on Un-American Activities and it lists groups and periodicals which have been cited by various state and Federal agencies. A copy can be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for seventy cents.

Sincerely yours,

J. Edgar Hoover



Enclosures (5)

SAW:brd (3) (See enclosures and note next page)

MAIL ROOM ☐

TELETYPE UNIT ☐

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____

FEB 13 3 12 PM '62
REC'D [illegible]

Enclosures

List of Organizations Designated Under Executive Order No. 10450

4-17-61 Internal Security Statement

Let's Fight Communism Sanely!

Time of Testing

The Communist Party Line

NOTE: Mrs. is not identifiable in Bufiles.

b6
b7C

²6518 Airoso Avenue
³San Diego, California
February 4, 1962

Mr. J. Edgar Hoover
Director, Federal Bureau of Investigation
United States Department of Justice
Washington, D. C.

Dear Mr. Hoover:

First may I say that your book, Masters of Deceit, is a book everyone should read. I thank you for explaining Communism in such a way that is easy for us all to understand.

There is much printed, both good and not so good, about various Anti-Communism groups, who suggest ways of forming study groups, in order that citizens may become better informed on the Communist menace. While there may be much good in such study groups, at the same time it seems that there is too great a tendency for study groups to become too critical of our government. In short, is a study group safe? I would appreciate any advise you can give me on this subject. There are many other people who are in doubt, like myself.

Also, would you send me material, if made available to the public, on Communist subversive organizations and Communist-front organizations.

Very truly yours,



b6
b7C

ack-7-13
5AW-62
rme

REC-113

62-104287-2548

12 FEB 15 1962

CORRESPONDENCE

February 8, 1962

Mr. J. Edgar Hoover
Federal Bureau of Investigation
Washington
D.C.

My
Dear Sir:

I have read your book, "Masters of Deceit". Thanks for writing it. Everyone should read it. I'm urging my friends to read it, and have bought a number of copies to give and have given to friends.

Also, I have read the govt. bulletin in regard to attacks on the F.B.I. I plan to see that my friends & neighbors are so informed.

I deeply appreciate the work of you and your department.

CORRESPONDENCE

Mrs. [redacted]

3117 NW 68

Okla. City 16, Okla.

ack 2-14-62
JPH:OP
1-10-24

REC-102-104277-2544

13 FEB 12 1962

b6
b7C

62-102-254

February 14, 1962

Mrs. [redacted]
3117 Northwest 68th Street
Oklahoma City 10, Oklahoma

b6
b7c

Dear Mrs. [redacted]

It was good of you to write on February 8th and comment so favorably upon my book, "Masters of Deceit." This book was written with the desire that it would help Americans to gain insight into the devious purposes and methods of the Communist Party, USA.

Thank you for the confidence you expressed in the work of the FBI and my administration of its affairs. I hope our endeavors will continue to merit your support and approval.

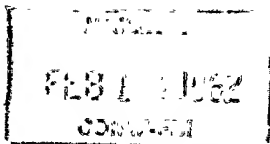
I am taking the liberty of enclosing some literature on the general topic of communism I thought would be of interest to you.

Sincerely yours,

J. Edgar Hoover

REC'D-READING ROOM
F B I

FEB 14 9 48 AM '62



Enclosures (5)

The Faith To Be Free
Let's Fight Communism Sanely!
Common Sense and Democratic Reality
One Nation's Response to Communism
The Communist Party Line

NOTE: Correspondent cannot be identified in Bufiles.

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐ TELETYPE UNIT ☐

TRUE COPY

February 8, 1962

Mr. J. Edgar Hoover
Federal Bureau of Investigation
Washington
D. C.

Dear Sir:

I have read your book, "Masters of Deceit".
Thanks for writing it. Everyone should read it. I'm urging
my friends to read it, and have bought a number of copies
to give and have given to friends.

Also, I have read the govt. bulletin in regard
to attacks on the F.B.I. I plan to see that my friends &
neighbors are so informed.

I deeply appreciate the work of you and your
department.

Mrs.
3117 NW 68
Okla, City 16, Okla.

b6
b7C

*and 2-14-62
G. H. J. H.
130-211
reml*

JK

gm

ep

Masters of Deceit

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
Washington, D.C.

[Redacted]

7655 Poppy Way, Citrus Heights
Dear Mr. Hoover, Calif. 95626

EXP. PROC.

FEB 12 1962 37 b6 b7C

I would like to thank you ever so much for answering my last letter and for sending me the literature on the goals of the Reds, and also the ~~one~~ on Internal Security. I have found them all very interesting and good.

The day after I received your letter, I took it to school and showed my History teacher Mr. [Redacted] last week Mr. [Redacted] told me that our librarian had ordered some pocket books and that she ordered some of "Masters of Deceit". I bought one this week! I'm going to read it again after everyone else had read it, there are many who are interested in it.

I shall always remember what the book has quoted from you, "Every citizen has a duty to learn more about the menace that threatens his future, his home, his children, the peace of the world."

A very funny thing happened when you sent me that big envelope with everything. You see my mother didn't know I wrote you and so when I received the

57 FEB 2 1962

no reply necessary. H.H.

EX - 107

22 FEB 13 1962

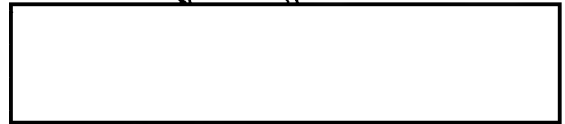
CORRESPONDENCE

envelope she was quite worried,
she couldn't imagine why you'd
write to me - so what it did!
I thought she was very funny.

Once again thank you, I
appreciated your letter and literature
very much.

Sincerely yours,

Miss



P.S.

I am now reading
"The New American" - The



b6
b7c

FEB 12 10 55 AM '95

FBI - NOJCE
REC'D - 2/12/95



THE BON AMI COMPANY, INC.
445 PARK AVENUE, NEW YORK

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. DeLoach	_____
Mr. Evans	_____
Mr. Malone	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Ingram	_____
Miss Gandy	_____

February 6, 1962.

Joseph

Dear Mr. Hoover:

Our mutual friend, Mr. [redacted] of Defense Supply Agency, recently surprised me with an autographed copy of your "Masters of Deceit".

I want you to know how much I appreciate your gracious gesture, and I am avidly reading and enjoying this very profound and enlightening book. I certainly consider it "required reading" for all thoughtful Americans.

Again, my sincere thanks.

Cordially,

[redacted signature]

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
Department of Justice
9th & Pennsylvania Ave., N.W.
Washington 25, D. C.

62-104277-2546

REC-72

FEB 7 1962

CORRESPONDENCE

57 FEB 21 1962

no reply -
if not done,
place name
on spec m-l
2182

Handy placed
on SCH
2-15-62
hmm

EX-108

TRUE COPY

2/8/61

Dear Mr. Hoover,

I'm writing this in hope that you would send me 1 dz or more of your speech before the American Legion in 1960 in Florida.

I had a couple, but they kept going, & I find it the best, short, concise explanation of the danger we're in, plus answers to skeptics about our "Internal Threat".

I've told so many people to send for it, plus your talk when receiving the Criss Award in December of 1961.

God Bless you in your dedication to God & our Country. If we had more men like you, I wouldn't have to pray so hard & work so hard for a "miracle" that our western civilization will withstand the black threat of "communism"

Sincerely,

/s/Mrs.
21015 Amie Ave
Torrance,
Calif

b6
b7c

REC-14

62-104247-2547

11 FEB 15 1962

EX-108

5-000

1 to 2-12-62 jld
ack - 2-13-62
CJJ/jld

2547

February 14, 1962

Mrs. [REDACTED]
21015 Amie Avenue
Torrance, California

Dear Mrs. [REDACTED]

Your letter dated February 8th has been received, and I want you to know I appreciate your prayers and expressions of confidence in my administration of the FBI.

I am sending, under separate cover, the material you requested. In addition, you may wish to consider my book, "Masters of Deceit," which was written in the hope that it would become a text for those interested in learning the basic facts about this danger to the free world. You probably will be able to secure a copy of it at your local library.

Sincerely yours,

J. Edgar Hoover

REC'D - READING ROOM
FBI
FEB 14 4 02 PM '62
b6
b7C

1 - Mr. [REDACTED] (sent direct) 4724
USC Material:
20 copies of America--Freedom's Champion

NOTE: Bufiles indicate that correspondent was sent a "no evaluations" reply in regard to an inquiry about the John Birch Society on May 9, 1961. Enclosures were sent at that time.

CJJ:brd (4)

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐

TELETYPE UNIT ☐

2/8/62

Dear Mr. Hoover,

I'm writing this in hope that you would send me 1 dz. or more of your speech before the American Legion in 1960 in Florida.

I had a couple, but they kept going, & I find it the best, short, concise explanation of the danger we're in, plus answers to skepticis about our "Internal Threat".

I've told so many people to send for it, plus your talk

CONFIDENTIAL

when receiving the
Cris Award in December
of 1961.

God Bless you in
your dedication to God
& our Country. If we
had more men like
you, we wouldn't
have to pray so hard
& work so hard for
a "miracle" that our
western civilization
will withstand the
black threat of "communism".

Sincerely,

b6
b7c

Mrs. [REDACTED]

21015 Grace Ave
Lawrence,

FEB 12 11 23 AM '62

FBI

REC'D - CORR. & TOURS

212

62- 104 277- 2548
CHANGED TO
63- 7613- X2

MAY 10 1962

Int - Baw

C

REC-14

2549

February 16, 1962

Mr. [redacted]
Engineman First Class
United States Coast Guard
Light Attendant Station
Cape Vincent, New York

Dear Mr. [redacted]

Your letter was received on February 14, 1962, and I want to thank you for your kind remarks concerning my book, "Masters of Deceit."

It is always reassuring to hear from citizens who demonstrate an awareness of the problems facing our country and who desire to prepare themselves and others to meet this atheistic challenge to our freedoms. A broad knowledge of the objectives and operations of the communist movement is essential if the American people are to effectively resist its eroding influence.

In accordance with your request, enclosed is some material on the subject of communism I hope will be of assistance to you.

Sincerely yours,

J. Edgar Hoover

MAILED 6
FEB 16 1962
COMM-FBI

- Enclosures (5)
- Let's Fight Communism Sanely
 - 4-17-61 Internal Security statement
 - LEB Introduction 4-1-61
 - What You Can Do To Fight Communism
 - The Communist Party Line

NOTE: Based on the limited data available, correspondent was not identifiable in Bufiles.

MAIL ROOM ☐ TELETYPE UNIT ☐
RLR:rjg (3)

- Tolson _____
- Belmont _____
- Mohr _____
- Callahan _____
- Conrad _____
- DeLoach _____
- Evans _____
- Malone _____
- Rosen _____
- Sullivan _____
- Tavel _____
- Trotter _____
- Tele. Room _____
- Ingram _____
- Gandy _____

REC'D-READING ROOM
FBI
FEB 15 10 14 AM '62

b6
b7C

FEB 16 11 26 AM '62

REC'D [unclear]

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. DeLoach	_____
Mr. Casper	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. Felt	_____
Mr. Gale	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Holmes	_____
Miss Gandy	_____

11 January, 1962

[Redacted]
 United States Coast Guard
 Light Attendant Station
 Cape Vincent, New York

2/p

Honorable J. Edgar Hoover
 Director, Federal Bureau of Investigation
 Washington 25, D. C.

Dear Mr. Hoover

I have just finished reading your book "Masters of Deceit". Without a doubt it is a book which should be read by every American citizen. It is a shame that our citizens bypass your book for some of the so-called best sellers.

b6
b7C

I know I can help our country fight this disease that threatens us so much. This can be accomplished by a thorough knowledge of our constitutional rights, American history, proper administration, and the functions of Communism.

I would like to request from you any booklets on how I as an American citizen and a member of the Armed Forces can help fight Communism. through these booklets. I know, as a leading Petty Officer of the United States Coast Guard, I can exercise my convictions and hope through my example other citizens will take on the responsibility of fighting Communism.

EXP. PROC.
FEB 14 1962

[Redacted]

Engelmann first class, U.S. Coast Guard
 Cape Vincent Light Attendant Station
 Cape Vincent, New York

62-104277-10
 REC-14
 FEB 14 1962

COPIES 8/10/62
 REFERENCE

*ack
 2-16-62
 RFP*



APARTMENT 6
37 MALVERN AVENUE
RICHMOND, VIRGINIA
February 13, 1962

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. DeLoach	✓
Mr. Casper	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. Felt	✓
Mr. Gale	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
Department of Justice
9th & Pa. Ave., N. W.
Washington 25, D. C.

Dear Mr. Hoover:

I have read your book and certainly did enjoy it.

"Masters of Deceit" really opened my eyes to many things. I have recommended it to my friends and at the present time the book is being passed around to be read by other friends.

Thank you very much for sending me an autographed copy of your very enjoyable book.

Sincerely yours,

Supervisor Military Sales
THE AMERICAN TOBACCO COMPANY

31
b6
b7C
FEB 15 1962
PROC.

A

noack. Acknowledgement
of receipt of "MOD"-10-23-61 REC-41
NNA

62-104277-2550

FEB 15 1962

63 FEB 28 1962

CORRESPONDENCE

[redacted]
ROUTE 2, BOX 972
STOCKTON, CALIFORNIA

1/29/62

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. DeLoach	✓
Mr. Evans	_____
Mr. Malone	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Ingram	_____
Miss Gandy	_____

J. Edgar Hoover -
Washington - DC

cc: Dear Mr. Hoover.

Accept my apologies for the delay
in expressing to you my thanks and appreciation
of the autographed copy of
"Masters of Deceit" - through our
mutual friend in Stockton - [redacted]

b6
b7C

Mr. [redacted] & I just returned
from several weeks vacation. Be-
cause we are looking forward with
interest in reading its contents -

Again thanks to you.

Cordially,

[redacted]

36
EX-110
FEB 6 1962
255

REC-14

62-109211-255

25 FEB 6 1962

no ack. Acknowledgment
of receipt of "MOD" HNA

EX - 107

CORRESPONDENCE

50 FEB 27 1962

masters of Deceit

G R E A T N O R T H E R N R A I L W A Y C O M P A N Y

201 South King Street
Seattle 4, Washington

February 12, 1962

Honorable John Edgar Hoover
Director Federal Bureau of Investigation
United States Department of Justice
Washington, D.C.

Dear Mr. Hoover:

I received, through the Seattle Field Office, an
autographed copy of your book "Masters of Deceit".

I read this book and enjoyed it greatly and feel
that you have made a great contribution to the people of the
United States in writing this book.

I am indeed very proud to have an autographed copy
of this book and I thank you for your kindness in autographing
it for me.

Sincerely,

[Redacted Signature]

Special Agent

REC-41

25 FEB 16 1962

CORRESPONDENCE
THREE

32 FEB 16 1962

b6
b7c

33

A

Right, Mr. Hale
Rymer
3 FEB 28 1962

714 St. Jackson
Spokane 17, Wash.
February 7, 1962

b6
b7c

Dear Mr. Hoover,
my name is [redacted]

[redacted] I am a junior
at Marycliff High School
in Spokane, Washington.

We have just finished
reading your book
Masters of Deceit in history
class. This book was the
most informative on Com-
munism I have ever
read. It was also very
interesting. The descriptions
and examples were extremely
well done. Your book proved
to be quite powerful.

I never realized before
that the very state in
which I live is 5th highest
in Communist population.

After reading your
book, I can truly say

11 FEB 7 1962
CORRESPONDENCE

EX 107

REC-4

62-104277-2553

that I have a real
knowledge of Communism.

Your book has achieved
its purpose for our history
class. We now know and
understand Communism,
and we know what to
do to combat it.

Thank you, sir, for
writing such an indispens-
able, authoritative book.

Yours truly



b6
b7C

REC-4

February 15, 1962

2553

Miss [redacted]
714 West Jackson
Spokane 17, Washington

Dear Miss [redacted]

Your letter dated February 7th has been received, and I want to thank you for your kind comments regarding my book, "Masters of Deceit." It was written in the hope that it would become a basic text for those interested in learning more about this menace. It is encouraging to learn that you have found it to be of value in this respect.

b6
b7C

In view of your concern, I am sending, under separate cover, some material I thought you might find to be of assistance to you.

Sincerely yours,

J. Edgar Hoover

1 - Mr. [redacted] Room 4724 (sent direct)

USC Material

4-17-61 Internal Security Statement

"Faith in God--Our Answer To Communism"

What You Can Do to Fight Communism

Communist Party, USA

The Communist Party Line

NOTE: Bufiles were not checked in view of correspondent's common name.

CJJ:lch (4)

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐ TELETYPE UNIT ☐

REC'D-READING ROOM
FBI
FEB 15 3 52 PM '62

REC'D
FBI
MAR 1 1962

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. DeLoach	✓
Mr. Evans	✓
Mr. Malone	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

714 W. Jackson
Spokane 17, Wash.
February 7, 1962

Dear Mr. Hoover,

My name is [redacted] I am a junior at Marycliff High School in Spokane, Washington.

We have just finished reading your book Masters of Deceit in history class. This book was the most informative on communism I have ever read. It was also very interesting. The descriptions and examples were extreamly well done. Your book proved to be quiet powerful. I never realized before, that the very state in which I live is 5th highest in communistic population.

After reading your book, I can truly say that I have a real knowledge of communism.

Your book has achieved its perpous for our history class. We now know and understand communism, and we know what to do to combat it.

Thank you, sir, for writting such an indespensable, authoritiive book.

Yours truly,

[redacted]

edm - 1 copy

RECEIVED

LOT
FEB 14 1962

nmh
ack 2-15-62
CTJ/jid

8-109

b6
b7C

2-20-62

airtel

To: SAC, Los Angeles

From: Director, FBI

MASTERS OF DECEIT
RESEARCH (CRIME RECORDS)

Reurairtels 2-16-62 captioned "'Masters of Deceit,' Crime
Records" and "Fresno Guide, Inc."

You should refer Mr. [] and Mr. [] to the publisher
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17
New York, for permission to quote from the book. Bureau has no
objections.

b6
b7c

NOTE: [] is former Special Agent (EOD 7-27-42, resigned 9-28-45)
whose services were satisfactory. He is on the Special Correspondents' List
and his papers are friendly to FBI. [] is not identifiable in Bufiles.
Relations with the Fresno Guide have been favorable; by letter 1-22-62 the
Director wrote [] General Manager of the paper, in connection
with a favorable editorial on "Masters of Deceit." See letter over Mr. Tolson's
signature, same date, to Holt, Rinehart and Winston, Inc.

FCS:kmd

(6)

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____



REC-75

62-104277-2554
19 FEB 21 1962

MAIL ROOM ☐ TELETYPE UNIT ☐

62-104277-2555
CHANGED TO
62-108057-X

JUL 23 1962

Amr/CaB

C

DO-6

OFFICE OF DIRECTOR
FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE

7 February 1962

Dear Mr. Hoover,

On behalf of the Comite Internacional Pro-Ciegos, I wish to thank you for your cooperation in granting us permission to produce "Masters of Deceit" in Spanish braille. We shall await instruction from your publishers.

With best personal regards,

Gratefully yours,

/s/

[Redacted Signature]

Mr. Tolson ✓
Mr. Belmont ✓
Mr. Mohr ✓
Mr. Callahan ✓
Mr. Conrad ✓
Mr. DeLoach ✓
Mr. Evans ✓
Mr. Malone ✓
Mr. Rosen ✓
Mr. Sullivan ✓
Mr. Tavel ✓
Mr. Trotter ✓
Mr. Jones ✓
Tele. Room ✓
Mr. Ingram ✓
Miss Holmes ✓
Miss Gandy ✓

[Handwritten signature]

COPY - 1
rm

Alajido 12/12
Col. O. Vallejo 12/12
62-104617-25 56
REC-72 11 FEB 20 1962
EX-105
8/Jan

62 MAR 1 1962

b6
b7C

Routing Slip
FD-4 (Rev. 10-13-58)

Date 2/16/62

To

☒ Director

Att.

Criminal Records Section

FILE #

☐

SAC

Title

☐

ASAC

☐

Supv.

☐

Agent

☐

SE

☐

CC

☐

Steno

☐

Clerk

masters of Deceit

ACTION DESIRED

☐

Acknowledge

☐

Assign.....Reassign.....

☐

Bring file

☐

Call me

☐

Correct

☐

Deadline.....

☐

Deadline passed

☐

Delinquent

☐

Discontinue

☐

Expedite

☐

File

☐

For information

☐

Initial & return

☐

Leads need attention

☐

Return with explanation or notation as to action taken.

☐

Open Case

☐

Prepare lead cards

☐

Prepare tickler

☐

Recharge serials

☐

Return assignment card

☐

Return file

☐

Return serials

☐

Search and return

☐

See me

☐

Send Serials.....

☐

Submit new charge-out

☐

Submit report by

☐

Type

not acknowledged by Miami
Office.

2-23-62

See reverse side

1 Xerox

SAC

Wesley H. Grapp

Office

Miami

CORRESPONDENCE

62-104277-

FEB 27 1962

b6
b7C

MRS. [REDACTED]

ADOLFO PRIETO 1213
COL. DEL VALLE
MEXICO 12, D. F.

7 February 1962

Dear Mrs. Hauser,

On behalf of the Comité Interamericano
Pro-Ciego, I wish to thank you for your
cooperation in granting us permission to
produce "Testes of Deceit" in Spanish
version. We shall await instructions
from your committee.

With best regards,
Sincerely,

Truly yours,

[REDACTED]

5/10

b6
b7C

6/11/62

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. DeLoach	_____
Mr. Evans	_____
Mr. Gale	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Holloman	_____
Miss Gandy	_____

Honorable J. Edgar Hoover,
I would like to thank you
very much for taking time
from your busy schedule
to autograph my copy of
"Masters of Deceit." I would
also like to thank Mr. [redacted]
for giving you the book
to autograph. I am in
the 8th grade and I am
going to report on the book
when I finish it.

Yours truly,

[redacted]

D.C.

EX-105
FEB 9 1962

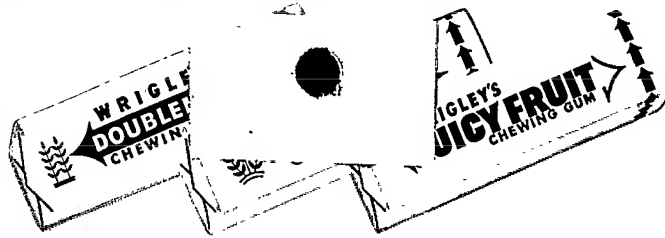
b6
b7C

LED 3 11 30 AM '62 REC-29 62-104277-2557
EX-105 76
FEB 9 1962

no reply. Acknowledgement
of receipt of "MOD"-2-5-62.
HHA

CORRESPONDENCE
PERS. REC. UNIT

Wm. **WRIGLEY** Jr. Company.
WRIGLEY BUILDING • 410 N. MICHIGAN AVENUE
CHICAGO 11, ILLINOIS.



Telephone: SUperior 7-2121

HEALTHFUL • DELICIOUS • SATISFYING

February 20, 1962

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
Department of Justice
9th & Pa. Avenue, N. W.
Washington 25, D. C.

Dear Mr. Hoover:

Our mutual friend, [redacted] has sent me a copy of your book, "Masters of Deceit", which you were kind enough to autograph for me.

It was my great pleasure about a year ago to meet you in the Men's Grill of the Mayflower Hotel when I lunched with [redacted]. Because through the years you have come to stand for the finest in dedication, professional skill and government service, that meeting then was a thrill for me.

Partly because of that meeting and also because of the very high esteem in which you are held by your fellow countrymen, your thoughtfulness in autographing the book was a new and special thrill for me.

I plan to spend this week end reading the book and already my children have drawn lots to see who gets it when I'm through.

Thanks again and very best wishes for continued success in your endeavors on behalf of the United States.

Sincerely,

HIolsen:aph

EX 100

EX 100

450-7

37 FEB 21 1962

30 MAR 2 1962

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. DeLoach	_____
Mr. Evans	_____
Mr. Malone	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Ingram	_____
Miss Gandy	_____

EX-100
FEB 21 1962
b6
b7C

CORRESPONDENCE

.00-6*

OFFICE OF DIRECTOR
FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE

(Postmarked 2-8-62, Washington, DC)

Honorable J. Edgar Hoover,

I would like to thank you very much
for taking time from your busy
schedule to autograph my copy of
"Masters of Deceit." I would also
like to thank Mr. [] for giving
you the book to autograph. I am in
the 8th grade and I am going to report
on the book when I finish it.

Yours truly,

/s/ []

COPY:hbb

Book autographed at the request of
[] of the Defense Supply
Association.

Mr. Tolson _____
Mr. Belmont _____
Mr. Mohr _____
Mr. Callahan _____
Mr. Conrad _____
Mr. DeLoach _____
Mr. Evans _____
Mr. Malone _____
Mr. Rosen _____
Mr. Sullivan _____
Mr. Tavel _____
Mr. Trotter _____
Mr. Jones _____
Tele. Room _____
Mr. Ingram _____
Miss Holmes _____
Miss Gandy _____

b6
b7C

50 MAR 5 1962

124
Mrs. [redacted] W. [redacted]
8729 Atlas View Drive
Santee, California
February 13, 1962

Mr John Edgar Hoover, Director
Federal Bureau of Investigation
Washington, D.C.

Dear Sir:

During 2nd World War I was cleared "Top Secret" by the F.B.I. serving as a Civil Service employee with the Army Transportation Corps., Manifest Division, 25 Broad Street, New York City. In order to obtain said clearance I supplied the F.B.I. with many answers regarding my personal background. I now find myself in a position of a confused American on several points of public interest. I sincerely request your forthright answers to the following questions, based not on public opinion, but on actual facts compiled by your office.

1. In what light and in what degree of authenticity does the F.B.I. view the book "The Naked Communist" by W.Cleon Skousen?
2. Was W. Cleon Skousen at any time employed by the Federal Bureau of Investigation, and if so, in what capacity?
3. Is the organization known as "The Anti-Communist School" headed by [redacted] listed as subversive or in any way questionable as such by your office? Any data regarding said group or it's members would be appreciated.

I should like to add in closing that I found your book "Masters of Deceit" most interesting and enlightening.

Your reply will be awaited with much interest and sincere appreciation.

GE/ge

62-104272-2521
REC-27

23
16 FEB 1962

EX-107

CORRESPONDENCE

ack: 2-21-62
BS: lch

mm
K

36
EXP. PROC.
b6
b7C
35 FEB 19 1962

REC-27

02-104277-2559

February 21, 1962

Mrs. [REDACTED]
8729 Atlas View Drive
Santee, California

Dear Mrs. [REDACTED]

I have received your letter of February 13th and want to thank you for your interest in writing. I appreciate your kind remarks concerning my book, "Masters of Deceit," and I am pleased to know it was of assistance to you.

Although I would like to be of service, the FBI is an investigative agency of the Federal Government and, as such, does not make evaluations nor draw conclusions as to the character or integrity of any organization, publication or individual. I regret that I am unable to help you and hope you will not infer in this connection either that we do or do not have data in our files relating to the subjects of your inquiry.

With regard to your other question, Mr. W. Cleon Skousen was a clerical employee of the FBI from October 24, 1935, until June 17, 1940, when he was assigned as a Special Agent of this Bureau. He voluntarily submitted his resignation October 5, 1951. Mr. Skousen's opinions and comments are strictly his own and do not represent this Bureau in any manner.

In view of your concern, enclosed is some material on the menace of communism I hope will be of interest to you.

Sincerely yours,

J. Edgar Hoover

Enclosures (5)

What You Can Do To Fight Communism

4-1-61 LEB Introduction

Let's Fight Communism Sanely!

4-17-61 Internal Security Statement

Internal Security Line

[REDACTED] is not identifiable in Bufiles.

(continued next page)

BS:ich (3)

REC'D-READING ROOM
FBI
FEB 21 11 45 AM '62

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b7C

MAILED 20
FEB 21 1962
COMM-FBI

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

No attempt is being made to comment concerning her statement that she received clearance by the FBI while serving as a Civil Service employee with the Army Transportation Corps during World War II since she does not make any inquiry concerning this. It is possible that we might have investigated her at that time under her maiden name (not known).

Mr. Tolson	
Mr. Belmont	
Mr. Mohr	
Mr. Callahan	
Mr. Conrad	
Mr. DeLoach	
Mr. Evans	
Mr. Malone	
Mr. Rosen	
Mr. Sullivan	
Mr. Tavel	
Mr. Trotter	
Tele. Room	
Mr. Holloman	
Miss Gandy	

B
27

Breckenridge Tenn
Feb 14, 1962

C. Edgar Hoover
Federal Bureau of Investigation
Washington, D.C.

Dear Mr. Hoover,

I am one of three women
that have been reviewing your book
"Masters of Deceit", for various organizations
in our town. It has aroused a lot
of interest and awareness of communism.
Would you be able to tell me if there
are any communist organizations
functioning in our area? Fargo,
North Dakota would be the nearest
large city to us. It would help us,
in reviewing the book, to perhaps,
scare our listeners out of their
complacency, if they had the communist
were so close to home. Thank you.

ack 2/21/62
BS/400

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2/20/62
you

Sincerely yours,
Mrs. [redacted]

26
EXP. PROC.
35 FEB 19 1962

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2560

23
11 FEB 19 1962

CORRECTION 8/8

mm
K

REC-26

2560

February 21, 1962

b6
b7c

Mrs. [redacted]
330 Oak Street
Breckenridge, Minnesota

Dear Mrs. [redacted]

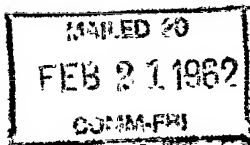
I have received your letter postmarked February 16th
and want to thank you for writing and for your interest in my book,
"Masters of Deceit."

Although I would like to be of service, information in
FBI files must be maintained as confidential through a regulation of
the Department of Justice. Consequently, I will be unable to answer
your inquiry.

It is always reassuring to hear from citizens who
demonstrate an awareness of the evils of communism and who desire
to combat this threat to our freedoms. In view of your concern,
enclosed is some material on the menace of communism I hope will
be of assistance to you.

Sincerely yours,

J. Edgar Hoover



Enclosures (5)

What You Can Do To Fight Communism

Tolson _____
Belmont _____ 4-1-61 LEB Introduction
Mohr _____ 4-17-61 Internal Security Statement by Director
Callahan _____
Conrad _____ Let's Fight Communism Sanely!
DeLoach _____ The Communist Party Line
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

NOTE: Correspondent is not identifiable in Bufiles.

BS:pjt (3)

MAIL ROOM ☐

TELETYPE UNIT ☐

62 MAR 1 1962

REC'D - READING ROOM
FBI
FEB 21 9 30 AM '62

TRUE COPY

Breckenridge Minn
Feb 14, 1962

J. Edgar Hoover
Federal Bureau of Investigation
Washington, D.C.

Dear Mr. Hoover,

I am one of three women that have been reviewing your book "Masters of Deceit", for various organizations in our town. It has aroused alot of interest and awareness of communism. Would you be able to tell me if there are any communist organizations functioning in our area? Fargo, North Dakota would be the nearest large city to us. It would help us, in reviewing the book, to perhaps, scare our listeners out of their complacency, if they hear the communist were so close to home. Thank You.

Sincerely Yours,

/s/ Mrs.

b6
b7c

*nml
ack 2/21/62
BS/jaw*

*1+c
2/20/62
jaw*

8/81

ATTORNEYS AT LAW
JENIFER BUILDING
TOWSON 4, MARYLAND

February 14, 1962

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. DeLoach	✓
Mr. Casper	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. Felt	✓
Mr. Gale	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

J. Webb

b6
b7C

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
United States Department of Justice
Washington, D. C.

Dear Mr. Hoover:

I received a copy of your speech
"The Faith To Be Free" and I have read it again
with as much pleasure as hearing you deliver it.
I am slowly going through "Masters of Deceit"
and every chapter is instructive and intriguing.

I served for eleven years as
prosecutor in this County - from 1919 to 1930 -
and you can imagine my interest in the fine
work your Department is performing for our
citizens.

Thanking you for your kindness
to me, I am

Sincerely yours,

HCJ*MMW

EX 104

25 FEB 1962

CORRESPONDENCE

57 MAR 1 1962

EX-104
FEB 15 1962
37

11009 Huston st
North Hollywood

Feb. 10 1962 PO-2-24

Mr. Tolson	_____
Mr. Belmont	_____
Mr. Mohr	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. DeLoach	_____
Mr. Evans	_____
Mr. Malone	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Ingram	_____
Miss Gandy	_____

The Hon. J. Edgar Hoover
Director Federal Bureau of Investigation
U S Department of Justice
Washington DC

Dear Mr. Hoover:

I have just reached page 303 of "Masters of Deceit". There is an incredible quality of rightness to it, that leaves me literally gasping. Considering the compliant attitude our governments (and our people) have followed on the Communists, for the past generation, it a real marvel to find such a book as yours being offered publicly, with no governmental restraints, no cease and desists, or other efforts to prevent its distribution.

If I am emphatic, please excuse it. Brought up in the AEF France in World War 1, I was trained that while peace is a laudable goal it never is achieved by cowardice. And your book truly makes me want to ring bells and shout in the street. I am taking the liberty of some enclosures which, if you lack time to glance over, please discard: a) a poem "Strike First" I wrote about 1950 and included in a volume then issued; b) an outline of my current novel, "I'd Rather Be Dead"; and c) a record of my own career.

In the present novel, I am travelling your road of "Masters of Deceit" and the impact on me is strong because mine is autobiographical. God Help Me, but at the age of 18 I spoke repeatedly on the same Socialist platform as Elizabeth Gurley Flynn. We were interviewed together by the press and the radical group exploited the youth factor. (It may be hard to believe now but she WAS a fine-looking girl, age 23 or 24)

I always have hated war and--intellectually and spiritually I now do--but I hate slavery more. And I am spending sleepless nights when I think how near the slavery is coming. Our torpor and atrophy, the Communist opiate that dulls all American senses, needs your message desperately. God grant you are not too late.

The Biblical value of your book is so great I won't bother you with compliments on the detail of its execution. How I wish I was back at my old book review desk...but then again I'd be gagged, I fear as I feel an editorial restraint throughout America against the things you are saying: or at least the editors DONT interpret the news as you point out; they follow the lead of the Reds' blindly. When we are all dead and gone, "Masters of Deceit" will stand as the great message that came before the great catastrophe: the warning of enslavement ahead. I was so delighted when the LA Times published excerpts from it.

5 FEB 23 1962

Please excuse this diatribe. Faithfully, JOHN BLACK

and Gratefully Black

FEB 15 1962

EX-110

REC-32

62-104277-2562

Ack
RLR/eh
2-19-62

ENCLOSURE

JOHN BLACK
11009 HUSTON ST.
NORTH HOLLYWOOD, CALIF.

Please return to
~~I'D PATHER BE DEAD~~

Synopsis of a novel tracing the growth of Communism

By John Black

PART ONE: Sinking of SS Lusitania in 1915 opens the book; scene is news room of the N Y Express where Carlo Mendola, 20-year-old writer is a reporter. Mendola had a revolutionary bent; from age of 15 to 18, he was active in Socialist, anarchistic and bohemian circles in New York; spoke on Socialist platform. Deep sympathy with Russian revolutionaries, and hated Czardom. Extolled Marxist communism as a great experiment. Gradually he grew out of these influences and became identified with a moderately liberal literary group, where he would recite verses of his own composition.

Carlo's friend, Fred Schwarz, is an aggressive young sales executive who hopes soon to be assistant sales manager of the cosmetics firm where he works.

During Carlo's rise from copy boy to reporter on the Express, the European war raged, and German belligerency became ever more manifest. Mendola was a devout pacifist... Nothing justifies war; war belongs to the capitalists; it is a ruse of theirs to keep workers in subjection... gradually Carlo evolves out of that philosophy and comes to accept the fact that U S might fight. He leaves the Pacifists with whom he has been actively working in demonstrations, etc.

(A basic keynote of the book is rejection--total rejection of peace and pacifism as an instrument of the survival of democracy. Book builds on premise that it is no more possible to have a world "permanently good" than to have individual humans "permanently good". Evasion of war in the present Communist crisis means surrender and enslavement, IRREVERSIBLE OF THE NUCLEAR THREAT)

In 1917, the U S declares war and shortly thereafter both Mendola and Schwarz enlist as members of an army ambulance corps and are immediately sent overseas.

PART TWO (FIRST DRAFT OF MANUSCRIPT, 100 PAGES, NOW READY.)

This material, which is ready for reading, tells the war story of Mendola and Schwarz. It gives a grim picture of first lines, killings, dead and wounded, with the ambulance men constantly at it. Then reports drift up to them of the Russian troubles, the upsets, insurrections, and finally comes the news that the revolution has been successful. The Communists are in complete control.

Carlo and Fred both are mad at Russians for having quit the war as their allies. But Carl is very pro-communist and he is overjoyed at the news. In extended talks he praised the revolutionaries and denounces Czardom. Then he starts some soul-searching. He remembers little bits about the Marxist doctrine and while he never studied Marx up to this time, he starts to get uncomfortable. All this progress of his mind goes on through his first line horrors of carrying dead and wounded, administering first aid, and having gay times at a French cafe near the ambulance unit headquarters.

ENCLOSURE 62-104277-2860

Carlo is shocked at Marx' program for world conquest and world regimentation. Then Mendola and Schwarz get a leave and go to Paris where outside the Cafe de la Paix they meet a wealthy American, Mr. Fortesque, who lives in Paris with his two daughters. Fortesque is a scholar of economics and philosophy and long-time student of Marxism. They discuss the Russian revolution now on everyone's lips and he tells Carlo Lenin is a bigger threat to the world than the Kaiser and gradually Carl is coming to see the potentials of the newborn Communists. Carl falls in love with Fortesque's daughter, Betsy Ann and Fred falls in love with the other daughter, Rose. The love theme plays an active but not major role.

During the soldiers' 3-day stay in Paris the German gun, Bertha is active and many are killed and much property destroyed in Paris by its shells. Fortesque is killed by it.

PART THREE (Aug. 15 to Nov. 11 1917)

As the summer advances our chief characters watch Lenin shape his policies, just as they watch the slow but steady disintegration of the German military machine. Carl becomes more and more alarmed as he studies Marx. (we forgot to say that he now has a copy of Marx which he carries through the war and reads it a lot.) The story of the day to day weakening of Germany and the rise of the Allied hopes is traced; one by one the Teutonic allies fall, and this is told concurrent with the emotional problems as the love between Carl and Betsy Rose becomes a major note momentarily; she has been trained by her father to share the views on the Marxism problem. She shares with Carlo the fear that the rapidly approaching peace will only bring new wars; most of all the rise of the Communist power. Together they accept the philosophy that life is NOT peace, that we must recognize the need for battle when right is at stake. Real living must be bought at the price of battle and sacrifice; peace means surrender and slavery. ...The book ends with a 20-page dramatic narrative of the observance of armistice day in Paris, when Carl much moved by the peace but remembering the dead at Chateau Thierry, Verdun and Belleau Woods, he cries out that in their name America must never surrender to Communism, never! Never! ~~NEVER!~~ NEVER!

~~STRIKE FIRST--OR DIE!~~

STRIKE FIRST--OR DIE!

Across the sky
The words in bitter beauty beckoned:

"Strike first!" for there shall be no second;
Survival in one blow is reckoned--
Strike first!

What augury of Hell is this?
What brooding darkness, what abyss?
No time to ponder, plan or pray,
Disaster builds on each delay...

Let us--or perish utterly--
Strike first!

--JOHN BLACK

~~24629114277~~
North Hollywood, Calif.

62-114277-256A
ENCLOSURE

3

11009 Huston st No Hollywood, Calif.

JOHN BLACK

Author, Fine Arts Critic, Radio Commentator, Business Analyst

Born Nov. 15, 1893, Inverness, Scot., son of John Black, Scottish poet.
~~Naturalized U.S. citizen, 1915.~~ Served with Amer. Exped. Forces, France,
1917-1919. Married Huguette Bouchard, Oct. 28, 1933.

During overseas service served 9 months on AEF paper, "Stars and Stripes";
helped form Amer. Legion at St. Louis Caucus, 1919; national speaker, organizer
Amer. Legion, 1919; formed Society of American Legion Founders, New York, 1936.
Twice national president Founders, 1936 and 1945.

Served as music and art critic and lecturer for 30 years in New York and abroad;
writer and speaker on fine arts. Behind-the-scenes lobbyist at Metropolitan Opera
House, 1913-1923. Autograph collector. Assoc. ed McClure's Magazine under
S.S. McClure, 1920-1921; asst. ed. New York Times Current History under
Adolph S. Ochs-Oakes, 1924-1926. MacDowell Art Colony lecturer, 1920 to date.
Economist, U.S. Dept. of Commerce, Washington, 1943-1944.

Chmn., Assoc. Pub. Rel. Directors, N.Y. Adv. Agencies, 1946-1949;
radio producer and commentator, New York, on WABC, WNEW, WQXR, WNYC,
WINS, and WOR, 1933-1936. Long active as merchandising specialist, promotion
manager, public relations counsel, journalist.

Contributor to principal journals, including: N.Y. Times, Wall St. Journal,
Saturday Review, Amer. Leg. Magazine, This Week, Atlantic Monthly,
London Times, Inverness, Scot., Courier.

CLUBS: YMCA, Amer. Legion, World War I Veterans, Amer. Poetry Soc.,
Poetry Soc. of Gt. Britain, Manuscript Soc., Stars & Stripes Assn.,
San Fernando Valley Art Club, MacDowell Colony Assn.

HONORS: "Release the Lark" was cited by Book-of-the-Month Club as Recommended
Reading for 1944; winner TransWorld Airlines National Award for aviation writing,
1959. Winner of various poetry awards.

BOOKS: "Poems by John Black 1st" (edited), 1919; "Gathering of the Forces" by
Walt Whitman (co-edited with Cleveland Rodgers), 1920; "Marjorie Black and
Other Poems," 1936; "World's Fair and Other Poems," 1939; "Release the Lark,"
verse, 1944; "Wind Is Rising," verse, 1948; "Collected Poems," 1950.

BOOKS IN PREPARATION: "Washington to Kennedy: Lives of the Presidents, in
Verse Form"; "States of the Union: 50 Sonnets for 50 States"; "The World We
Live In: 100 Sonnets for 100 Nations"; "Mary Lincoln," drama in verse;
"Ode to San Francisco, a Memorial for Edwin Markham."

COMMENTS ON JOHN BLACK'S POETRY

"John Black's poetry grows better as he gets older; I've been reading it for
40 years" -- H. V. Kaltenborn. "Distinguished verse -- Congratulations on it!"
-- H.L. Mencken. "Delightfully apt poetry" -- Archibald MacLeish. "Beautiful
and inspiring" -- Mrs. Norman Chandler, Los Angeles philanthropist and art
patron. "Undeniably a poet" -- Christian Science Monitor. "Lovely lyrics of my
poet-friend, John Black" -- Edwin Markham. "Charming poetry, especially the
tribute to Joyce Kilmer" -- John Masefield. "His exuberance is infectious" --
London Times.

62-104277-2562 California
February 1, 1961
ENCLOSURE

4

REC- 32

2562

February 19, 1962

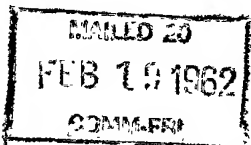
Mr. John Black
11009 Huston Street
North Hollywood, California

Dear Mr. Black:

Your letter of February 10, 1962, with enclosures, has been received, and I want to thank you for your very gracious comments regarding my book, "Masters of Deceit." I am glad to learn that it was of assistance to you in your study of the communist menace. In accordance with your request, I am returning your novel synopsis and poem which you enclosed. In addition, I am including some material on the general subject of communism.

Sincerely yours,

J. Edgar Hoover



Enclosures (7)

- 4-17-61 Internal Security Statement
- 4-1-61 LEB Introduction
- What You Can Do To Fight Communism
- Let's Fight Communism Sanely!

The Communist Party Line Correspondent's enclosures

NOTE: Correspondent was not identifiable in Bufiles. Copies of the enclosures being returned to him have been made for Bufiles in the event any future inquiries are received regarding his proposed book. According to the synopsis, the book pertains to his life and the life of Fred Schwarz in their fight against communism.

RLR:sh (3)

TELETYPE UNIT ☐

FEB 19 1 37 PM '62
REC'D-READING ROOM
FBI

- Tolson ☒
- Belmont ☒
- Mohr ☒
- Callahan ☐
- Conrad ☐
- DeLoach ☐
- Evans ☐
- Malone ☐
- Rosen ☐
- Sullivan ☐
- Tavel ☐
- Trotter ☐
- Tele. Room ☐
- Ingram ☐
- Gandy ☐

REC'D

104 S.W. 22 Ave. Apt.#1
Miami, Florida
February 13, 1962

Mr. J. Edgar Hoover
Federal Bureau of Investigation
Washington, D.C.

Dear Sir:

Upon reading your outstanding book Masters of Deceit I have conceived the idea of making my contribution in the battle against Communism through your publication. Today I am writing to you for a simple purpose -- the translation of that your book into the Spanish language.

b6
b7c

My first move was, naturally, to find a publishing firm that would print my translation. Speaking to a friend, I learned that he is in contact with a Mexican publishing firm which is interested in the translation of any book which combats Communism. Having found the answer to this problem, I now proceed to ask your authorization as legitimate author of your best-seller.

Surely enough, you are concerned with the qualifications of any translator that you may acquire. As for myself, I may say little, but I hope enough. My name is [redacted] and presently a sophomore at Coral Gables Sr. High School. I am a Cuban, exiled here since November 30, 1960, when I had to leave back my father and my welfare in order to come here to breathe once more the immutable air of freedom. In Havana, Cuba, I had attended Ruston Academy, a famous American school. There I learned English at the same time as I did Spanish, since the age of six. This institution, now inexistent under the Cuban Communist regime, enabled me to write, speak, and read your language; to learn about the American way of living; and to study this nation's enviable heritage.

Here in Miami I attended Shenandoah Jr. High School. I participated in the 1961 Speech Contest. My speech was on Communism, and I had the honor of receiving the First Prize, consisting of a gold cup. Due to my good background in English, I obtained an "A" in English class at Shenandoah, and I am presently in an Honors English class at Coral Gables High.

Being a Cuban, I believe that my mastery of the Spanish language is unquestionable. I know that I do not fulfill the requirements better than everyone else, but I am determined and confident that my work will make your authorization an unregrettable experience.

Finally, my attempt is not based merely on the emolument that I may receive from this publication. Let my age not deceive you in the evaluation of my effort and purposes. Books like yours have led the ideological battle, but I believe that Latin America will cherish the reading of your book. Moreover, new and righteous ideas may influence those countries and benefit, in the long race, our world. East and West alike, including my own countrymen, have overburdened the United States with requests for military and economic aid. Consequently, this country has assumed in full scale the burdens and opportunities of leadership. I feel it is my duty to cooperate to the achievement of the high endeavor to which this country is committed.

God and the never-ending struggles for human rights that my father carried out in Cuba throughout the years may well be my inspirations. My unflinching faith in the preservation of mankind above the ambitions of others can provide me with the necessary energy to translate your lengthy volume. In my request I merely ask to grant me the opportunity of serving our continent and our God. Thank you, and may your reply fulfill my wishes.

Sincerely yours,

62-114277-2563
FEB 16 1962

62-10477-2563

February 23, 1962

Mr. [redacted] *aka Jose*
Apartment 1
1814 Southwest 22nd Avenue
Miami, Florida

APPROX. 1947

Dear [redacted]

Your letter dated February 13, 1962, has been received, and the motives prompting your writing me are very much appreciated.

I am glad to know of your interest in my book, "Factors of Deceit," and it is personally reassuring to me to learn of your desire to translate it for further dissemination. Thank you very much for your offer of assistance in this regard, but you undoubtedly would like to know that a Spanish edition of it has already been prepared by Editorial Letras, S. A., Avenida Morelos No. 45, Mexico 1, D. F.

Enclosed is material I hope you find pertinent at this time.

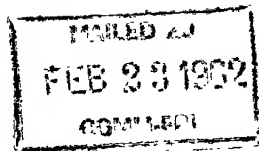
Sincerely yours,

J. Edgar Hoover
John Edgar Hoover
Director

REC'D-READING ROOM
FBI

FEB 23 4 20 PM '62

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Enclosures (5)

What You Can Do To Fight Communism (Spanish)

Time of Testing

You and Tomorrow

The Faith To Be Free (Criss Award Speech 12/7/61)

One Nation's Response to Communism (Spanish)

1 - Miami - Enclosure

Reurouting slip 2/16/62. Correspondent is not identifiable in Baf-1.

DCL:jw (4)

MAIL ROOM ☐ TELETYPE UNIT ☐

Tolson _____
Belmont _____
Mohr _____
Callahan _____
Conrad _____
DeLoach _____
Evans _____
Malone _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Ingram _____
Gandy _____

RA
ST

Patiño of Canada Limited



55 Yonge Street

Toronto, Canada

February 19, 1962.

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. DeLoach	✓
Mr. Evans	✓
Mr. Malone	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

✓ *mailed*

Dear Mr. Hoover,

It was indeed kind of you to send me an autographed copy of "Masters of Deceit". I did very much enjoy reading it when it was first published but I am more than delighted to have a copy from you.

It was most pleasant seeing you at Bowie on the 10th. I hope that you have been able to attend frequently since and I look forward to seeing you shortly.

With my kindest regards,

Yours sincerely,



J. Edgar Hoover, Esq.,
Director,
Federal Bureau of Investigation,
Department of Justice,
Washington, D. C.

62-116

100-25

62-104277-2564

8 FEB 26 1962

57 MAR 2 1962

38 FEB 21 1962

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b7C

37
Sp

[Handwritten signature]

THE PILLSBURY COMPANY

OVERSEAS DIVISION

9 ROCKEFELLER PLAZA

NEW YORK 20, N.Y., U.S.A.

TELEPHONE: JUDSON 6-5050

CABLE: PILLSBURY

February 23, 1962

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. Evans	✓
Mr. Malone	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
Department of Justice
9th & Pa. Ave., N.W.
Washington 25, D.C.

Dear Sir:

I am in your debt since learning from Mr. [redacted] that you personally autographed a copy of your most enlightening book "MASTERS OF DECEIT" at my request.

I have long admired your efforts to guard our country from both our enemies within and those who attempt to subvert our laws from without.

If ever in my small way I can repay your kindness I will appreciate the opportunity to do so.

With my deepest thanks, I remain,

SLV/aap

PERS. REC. UNIT

REC-45

62-104217-2565

12 FEB 28 1962

CORRESPONDENCE

no reply. Acknowledgement
of receipt of "MASTERS OF DECEIT" - 2-21-62.
33 MAR 5 1962
H.H.A.

210 Apache Drive
Prescott, Arizona
February 15, 1962

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. DeLoach	✓
Mr. Evans	✓
Mr. Malone	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

Honorable J. Edward Hoover
Director Federal Bureau of Investigation
Washington, D. C.

Dear Mr. Hoover :

Having just ordered your book "Masters of Deceit" it comes to my mind that I have not noticed in our news papers and magazines as much information as formerly came from you and your office. I miss it. During all the many years that I have been reading your articles and articles about you and your work I have thought how very fortunate the United States is to have you as Director of the Federal Bureau of Investigation. You are so dedicated to the work, and so very conscientious, that there never could be any one else with adequate knowledge to handle the intricate work of your department.

I want you to know that I fully appreciate and thank you for what you are doing for our Country.

Sincerely yours,



*ack 2-23-62
JH: LK*

BR:MS

REC-72

62-104277-2566

11 FEB 19 1962

CORRESPONDENCE

b6
b7c

FEB 19 1962

February 23, 1962

REC-72

100-17 2566

Mrs. [REDACTED]
210 Apache Drive
Prescott, Arizona

Dear Mrs. [REDACTED]

REC'D-READING ROOM
FBI
FEB 23 3 02 PM '62

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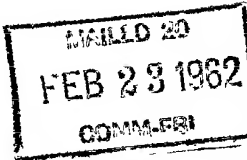
Your letter of February 15th has been received, and I want to thank you for your kind remarks. I hope our endeavors will continue to merit your support and approval.

I have taken the liberty of enclosing some literature I thought would be of interest to you.

Sincerely yours,

J. Edgar Hoover

Enclosures (5)



The Faith To Be Free
Let's Fight Communism Sanely
America--Freedom's Champion (The American Legion speech)
Communism Illusion and Democratic Reality
The Communist Party Line

NOTE: Correspondent cannot be identified in Bufiles.

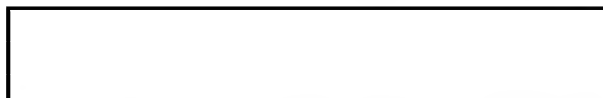
JH:ljt (3)

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Tele. Room _____
Ingram _____
Gandy _____

MAIL ROOM ☐ TELETYPE UNIT ☐

67 MAR 2 - 1962



REAL ESTATE • INSURANCE • RENTALS •

IN

PHONE 448-5115

13TH AND U. S. 17

MYRTLE BEACH

SOUTH CAROLINA

February 21, 1962

Mr. Tolson ✓
Mr. Belmont ✓
Mr. Mohr ✓
Mr. Callahan ✓
Mr. Conrad ✓
Mr. DeLoach ✓
Mr. Evans ✓
Mr. Malone ✓
Mr. Rosen ✓
Mr. Sullivan ✓
Mr. Tavel ✓
Mr. Trotter ✓
Tele. Room ✓
Mr. Ingram ✓
Miss Gandy ✓

Mr. J. Edgar Hoover, Director
Federal Bureau of Investigation
U. S. Department of Justice
Washington, D. C.

Dear Mr. Hoover:

I wish to thank you very much for sending me through L. L. (Jack) Meunier an autographed copy of your "Masters of Deceit" and also, [redacted] "Loyalty."

Mr. Meunier purchased his present home through our office nine years ago and we are very happy to have him as a resident of Myrtle Beach. He has been very active in civic affairs and has been an asset to our community.

I have always been grateful for the protection and security you and your fine organization have given our nation.

Yours very truly,

[redacted] INC.



JAMcL:et

REC- 38

62-104277-2567

25 FEB 28 1962

EX-113

CORRESPONDENCE
FBI

51 MAR 5 1962



"ONE GOOD INVESTMENT IS WORTH A LIFETIME OF LABOR"

EX-113
FEB 23 1962
b6
b7C

Myrtle Beach

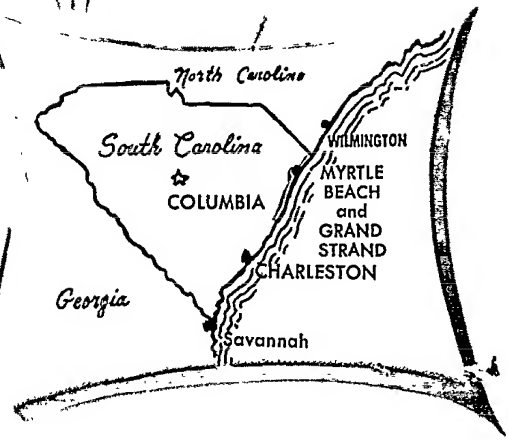
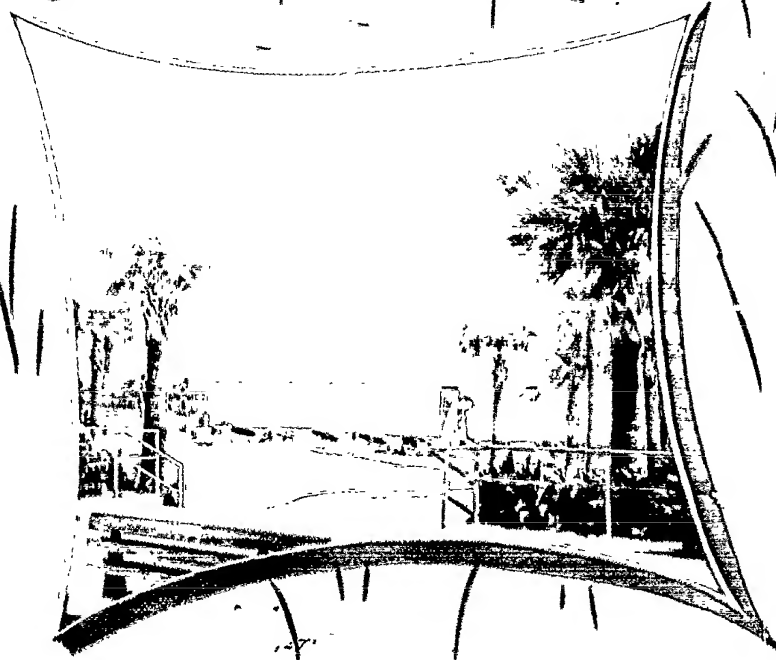
AND SOUTH CAROLINA'S GRAND STRAND

Myrtle Beach

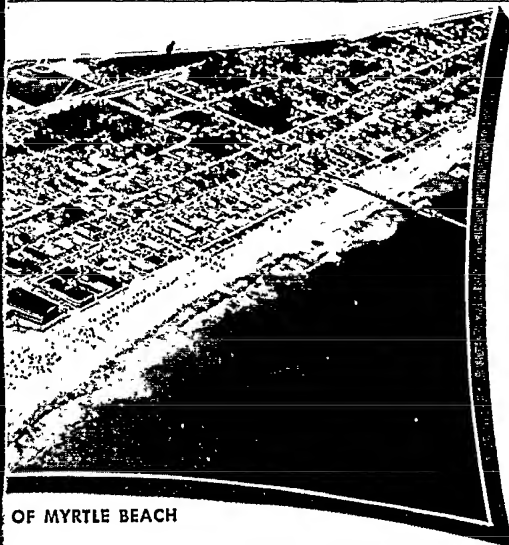
AND SOUTH CAROLINA'S GRAND STRAND

50 MILES OF SUPERB BEACH

THE SWIMMING CENTER OF
THE SOUTH ATLANTIC



...YOUNG AND OLD!



Myrtle Beach each year becomes more popular and better known as a center for conventions and group meetings any season of the year.

OF MYRTLE BEACH



THE BEACH



SURF FISHING



REEN GARDENS

the entrance to famed and beautiful of Myrtle Beach, on U. S. 17. Here ibit of American statuary. Brookgreen on Mondays. No admission is charged.

SOUTH CAROLINA'S
FAMED GRAND STRAND
EXTENDS ITS WELCOME



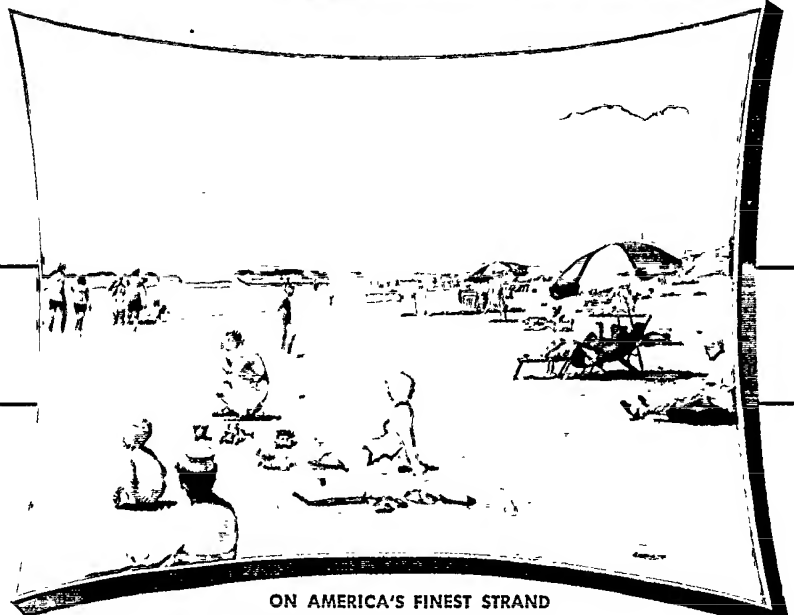
GOLF THE YEAR ROUND

On the edge of the blue Atlantic, golf is enjoyed throughout the year.



BACK FROM THE SEA

Fine fish of many species are caught by deep-sea, surf and pier fishermen.



ON AMERICA'S FINEST STRAND

South Carolina's Grand Strand attracts vacationists from many cities of many states. Here the beach sand and ocean water are as clean as they look. The distance from ship lanes, harbors and emptying rivers insure against oil, refuse, pollution and discoloration!

MYRTLE BEACH

AND SOUTH CAROLINA'S GRAND STRAND

WELCOME YOU

Come, join us on the sunny coast of South Carolina. Come as a vacationist, on business, or to make this your home. Here all outdoor sports are enjoyed throughout the seasons.

SOUTH CAROLINA'S FAMED GRAND STRAND

The famous South Carolina Grand Strand, of which Myrtle Beach is the hub, consists of 50 miles of superb beach along the blue Atlantic. Entering the Grand Strand from the North, the vacationist is greeted by many friendly communities: Cherry Grove Beach, Ocean Drive Beach, Crescent Beach, Atlantic Beach, Windy Hill Beach, Myrtle Beach, Briarcliff Acres, Lake Arrowhead, The Dunes, Myrtle Beach Air Force Base, Myrtle Beach State Park, Long Bay Estates, Lakewood, Surfside Beach, Garden City Beach, Murrell's Inlet, Litchfield Beach and Pawleys Island.

Grand Strand ocean temperatures average 10 to 20 degrees higher all year than at middle Atlantic and New England beaches. The smooth, gently sloping strand insures safe surf bathing, which is especially enjoyed from April to November. The peak season is May through September, when many thousands from many states make Myrtle Beach vacation headquarters.

IN THE MAXIMUM SUNSHINE BELT

The Grand Strand area has an ideal climate, with a yearly mean average air temperature of 63.9 degrees and more annual sunshine hours than any other section of the Atlantic Coast. January through May, average daytime temperatures, 10 AM to 4 PM, are 62 degrees for the ocean water and 64 degrees for the air. May to January, the averages are 67 and 69 degrees.

THREE WONDERFUL GOLF COURSES

Three famous championship golf courses, with grass greens, attract golfers from distant places. They are the Dunes Golf and Beach Club, the Pine Lakes Golf Course and the Surf Golf and Beach Club.

DEEP-SEA, PIER AND SURF FISHING

Fishing is superb here, any time of year. There are 12 modern fishing piers in the area; excellent charter and party boats for deep-sea fishing; and fine fishing in the surf. Also fresh water fishing is good.

For Free Illustrated Accommodations Directory write or call



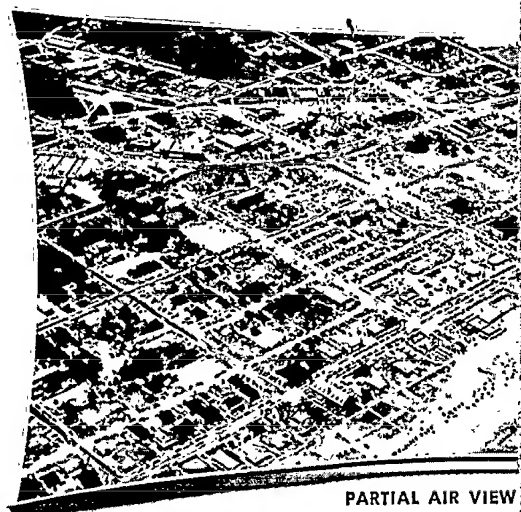
HOW TO REACH MYRTLE BEACH

Located between Wilmington, N. C., and Charleston, S. C., Myrtle Beach is on the popular North-South route, U. S. 17, the Ocean Hiway. It is reached from the West via U. S. 501. Both Greyhound and Trailway bus lines serve Myrtle Beach. Direct air service is by Piedmont Airlines.

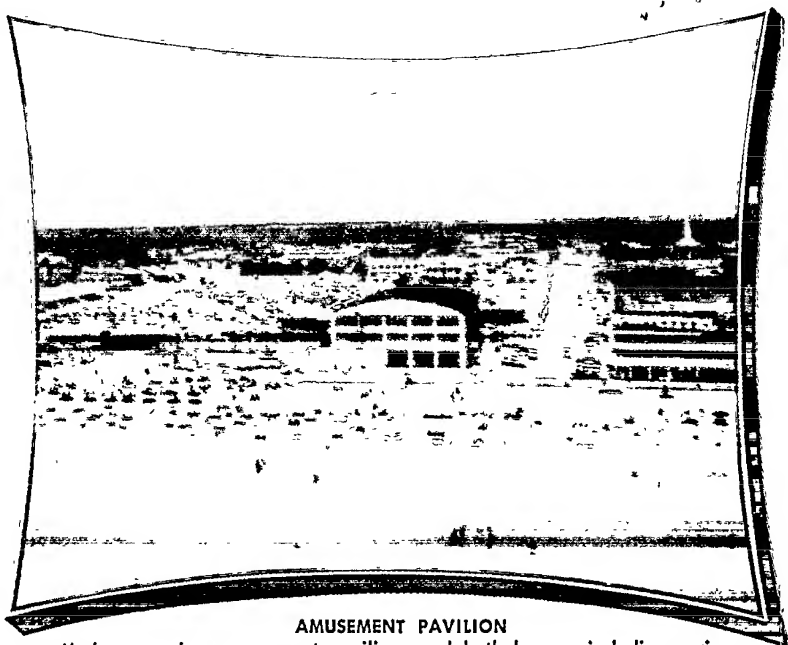
FUN IN THE SUN.....FOR EVERYONE.....

- At Myrtle Beach, big city facilities and conveniences blend with the charm of a seashore vacation land. Named for the evergreen shrub that flourishes in the area, Myrtle Beach is appropriately called the "Swimming Center of the South Atlantic."
- Many modern hotels, motels, apartments and guest homes along the Grand Strand offer accommodations unequalled between New York and Florida.
- Summer activities include beach and water sports; surf bathing; pier, surf and deep-sea fishing; moonlight cruises, dancing; floor shows; stock theatre; movies; amusement pavilion activities and rides; automobile races; tennis and golf.

Myrtle Beach State Park and other fine public parks, with well planned and supervised programs and recreational facilities, appeal to all ages.



PARTIAL AIR VIEW



AMUSEMENT PAVILION

Modern, spacious amusement pavilions and bath houses, including various amusement devices, rides and attractions enjoyed by young and old, are found throughout the Grand Strand. Dances, with big name orchestras, are held during the summer at entertainment centers and pavilions at the several beaches.



PIER FISHING



BEAUTY AND



BOARDWALK

The Boardwalk is popular both day and night as a promenade. On it are souvenir and gift shops.



MYRTLE BEACH
INVITES YOU



BROOKG

The statuary shown above marks Brookgreen Gardens, 17 miles south is the world's largest outdoor exhibition. Gardens is open all year, except



FREEDOM vs. COMMUNISM

(THE ECONOMICS OF SURVIVAL)

A COURSE CONSISTING OF 8 DISCUSSION SESSIONS (WORKSHOPS)

Prepared by

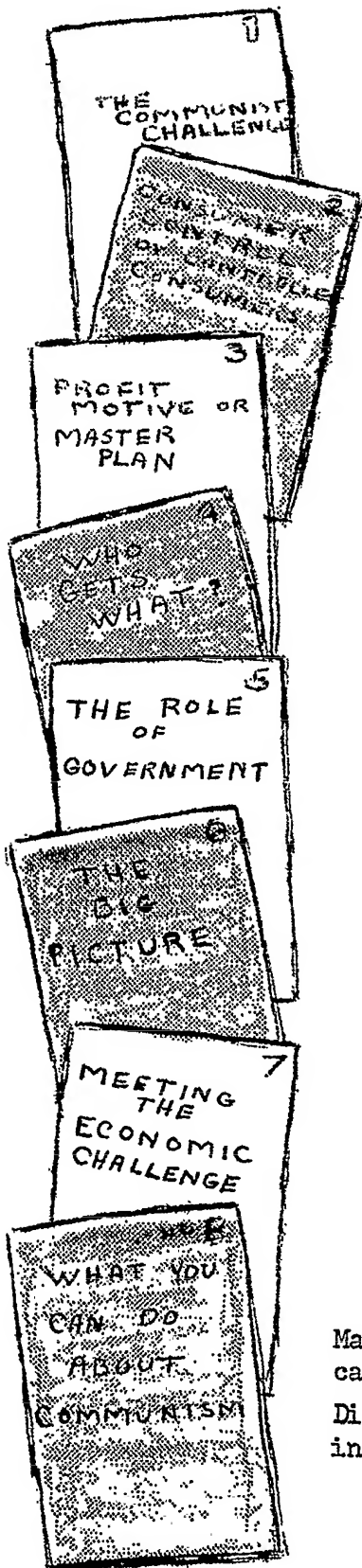
The Chamber of Commerce of the United States

Designed to help individuals in local groups to learn more about the communist challenge and what they can do to meet it.

The Workshops cover----

1. THE COMMUNIST CHALLENGE--What it is and the problems it poses to the United States and the free world.
2. CONSUMER CONTROL OR CONTROLLED CONSUMERS--The role and influence of the consumer in a competitive enterprise economy and a Communist economic system.
3. PROFIT MOTIVE OR MASTER PLAN--How the profit motive influences the way resources are used and distributed as contrasted to how production and distribution are determined in a Communist economic system.
4. WHO GETS WHAT--How the rewards of production are distributed under the two contrasting economic systems.
5. THE ROLE OF GOVERNMENT--The effect of government on an economic system.
6. THE BIG PICTURE--How the different sectors of an economic system influence one another. The impact on people and the economy of a country.
7. MEETING THE ECONOMIC CHALLENGE--What can be done to help solve some of the major economic problems that influence the ability of the United States to meet the Communist challenge.
8. WHAT YOU CAN DO ABOUT COMMUNISM--What individuals can do to help fight Communism.

Materials for the course consist of a set of eight booklets, case problems and workshop exercises for each participant. Discussion sessions may be held once weekly for 8 weeks or in any other suitable sequence.



GREATER MYRTLE BEACH

CHAMBER OF COMMERCE

MYRTLE BEACH

P. O. BOX 1317

February 19, 1962

Mr. Tolson ✓
Mr. Belmont ✓
Mr. Mohr ✓
Mr. Callahan ✓
Mr. Conrad ✓
Mr. DeLoach ✓
Mr. Evans ✓
Mr. Malone ✓
Mr. Rosen ✓
Mr. Sullivan ✓
Mr. Tavel ✓
Mr. Trotter ✓
Tele. Room ✓
Mr. Ingram ✓
Miss Gandy ✓

The Honorable J. Edgar Hoover, Director
Federal Bureau of Investigation
Department of Justice
Washington, D. C.

Dear Mr. Hoover:

I greatly appreciate having your autographed photograph and copy of "Masters of Deceit", which have been made available to me through L. L. J. (Jack) Meunier. Jack has selected Myrtle Beach as a place to live and retire, following his years of active service with your Federal Bureau of Investigation.

We are very fortunate to have Jack and his wife as permanent residents of our community. He has provided active leadership in a number of Chamber of Commerce affairs and at the present time is participating in one of our "Freedom vs. Communism" courses.

Jack has paid many compliments to you and the F.B.I. organization, which so many people (regardless of political party) recognize as the most efficient and outstanding agency within our federal government. It was a pleasure for me to meet you in 1958 at the United States Chamber of Commerce meeting when you won the well-deserved recognition as "An Outstanding Living American."

Realizing that you have been dedicated to the cause of fighting Communism since you became F.B.I. director in 1924, we take pride in the local appreciation that has been accorded to your endeavors in this field. As you may know, approximately 5,000 copies of "Masters of Deceit" have been placed in hotel and motel rooms here in our seashore resort city. Through a Myrtle Beach organization, additional copies have been donated to college freshmen at all universities and colleges of South Carolina.

We are also well pleased with our local participation in the "Freedom vs. Communism" course (developed by the United States Chamber). One of the points stressed in this citizens' study program is that "it is not a Communist 'witch-hunting' course - the F.B.I. and other agencies are organized to perform this function." Your "Masters of Deceit" is one of the recommended reference books for this course. It is also interesting to note that you are quoted several times in booklets # 1 and # 8 of this course.

Again, I thank you and Jack Meunier for making it possible for me to have your autographed picture on display in my office.

We invite you to visit with us and to enjoy a vacation here at Myrtle Beach and South Carolina's Grand Strand. Knowing your great responsibilities and schedules, we won't pin-point any dates when we'd like to have you.

However, we do hope you will find it possible to visit Myrtle Beach in the near future and we offer you our services for any arrangements that you may need in connection with a vacation in our community.

Best wishes to you.

FPB/lw

Cordially

b6
b7c

February 26, 1962

REC-48

44-2568

Mr. [redacted]
Manager
Greater Myrtle Beach
Chamber of Commerce
Post Office Box 1317
Myrtle Beach, South Carolina

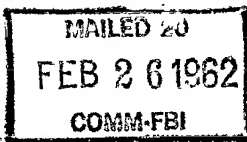
Dear Mr. [redacted]

It was a pleasure to receive your cordial letter of February 19th, with enclosures, and I want to thank you for your good wishes and your kind invitation. I deeply appreciate your generous remarks concerning my administration of the FBI, and I am most grateful for your interest in my book, "Masters of Deceit." My associates and I earnestly hope our future endeavors merit your continued approval.

It is always reassuring to hear from citizens who demonstrate an awareness of the evils of communism and who desire to combat this threat to our freedoms. Enclosed is some material on the menace of communism I thought you might find of interest.

Sincerely yours,

J. Edgar Hoover



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Tele. Room _____
Ingram _____
Gandy _____

Enclosures (5)
What You Can Do To Fight Communism
4-17-61 Internal Security Statement
The Faith To Be Free
The Courage of Free Men
The Communist Party Line

BS:brd
(3) MAIL ROOM ☐ TELETYPE UNIT ☐

NOTE ON NEXT PAGE

NOTE: Bufiles contain no derogatory information concerning [redacted] and he is not further identifiable. On 2-9-62 at the request of former SA Lionel L. J. Meunier, EOD 2-5-35 as clerk, 10-19-36 as SA, retired 4-30-59 , who is on the Special Correspondents' List, [redacted] and other friends of Meunier received autographed copies of "Masters of Deceit, " and [redacted] also received an autographed photograph. Bufiles contain no reference to his statement in paragraph 3 that he met the Director in 1958 at the U. S. Chamber of Commerce meeting when the Director was given the "Outstanding American" award. [redacted] enclosed a Chamber of Commerce brochure relative to Myrtle Beach, together with a bulletin announcing the "Freedom versus Communism" courses being offered in Myrtle Beach.

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UNITED STATES GOVERNMENT

Memorandum

TO : Director, FBI

DATE: 2/20/62

FROM : SAC, Norfolk (80-0-284)

SUBJECT: Mrs. [REDACTED]
REVIEW OF DIRECTOR'S BOOK,
"MASTERS OF DECEIT"

Mr. Tolson	_____
Mr. DeLoach	_____
Mr. Mohr	_____
Mr. Bishop	_____
Mr. Casper	_____
Mr. Callahan	_____
Mr. Conrad	_____
Mr. Felt	_____
Mr. Gale	_____
Mr. Rosen	_____
Mr. Sullivan	_____
Mr. Tavel	_____
Mr. Trotter	_____
Tele. Room	_____
Mr. Holmes	_____
Miss Gandy	_____

Attention: Crime Records Division

Enclosed herewith is a clipping from the SUFFOLK NEWS-HERALD, a daily newspaper published at Suffolk, Va., for 2/18/62 entitled "Church Slates Review on Book by FBI Chief". This article indicates that Mrs. [REDACTED] a well known lecturer and book reviewer, will review the Director's book, "Masters of Deceit", at the Courtland Methodist Church on 2/25/62.

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b7c

As the Bureau is aware, my letter dated 5/10/60, captioned as above, called attention to Mrs. [REDACTED] review of the Director's book, which was personally heard by former SAC RONEY, who considered her presentation on a very high plane.

Bureau by letter dated 5/17/60 addressed to Mrs. [REDACTED], 2603 Chandler Lane, Bayside, Va., complimented her concerning her fine presentation.

The enclosed article is submitted solely for the Bureau's information. Since the Bureau has expressed its appreciation to Mrs. [REDACTED] on a prior occasion, it is not believed necessary that she be again complimented for this review.

2-Bureau (Enc. -1)
1-Norfolk
JMC:JGS
(3)

REC-108

65-104777-2569

FEB 26 1962

Church Slates Review on Book By FBI Chief

COURTLAND— Mrs. Leroy Ober, a well known lecturer and book reviewer of Norfolk, will review J. Edgar Hoover's book "Masters of Deceit" at a special service in the Courtland Methodist Church next Sunday night at 8 o'clock.

This special service is for the public and is being sponsored by the Commission on Christian Social Concerns of the Courtland Methodist Church and is the first in a series of presentations to inform the general public of the seriousness of Communism in the United States. The Commission has as one of its project this year the promotion of public awareness to the dangers and threats of Communism.

Mrs. Ober is well known throughout Virginia and parts of the nation for her lectures and book reviews. She is in constant demand by Woman's Clubs, Business and Professional organizations, civic clubs and church groups. She is one of the most outstanding Sunday School teachers in the Norfolk area, and has been teacher of the Laura Fenn Bible Class of the Park Place Methodist church for several years. She is past vice-president of the YWCA of Norfolk, and at present is the vice-chairman of the Hermitage Museum Auxiliary in Norfolk. For some time she was a teacher of public speaking with the Adult Distributive Education at the College of William and Mary, Norfolk.

Mrs. Ober has received many citations for the reviews she has given Mr. Hoover's book, and has widely been acclaimed by all who have heard them.

The Rev. Byron S. Hallstead, pastor of the Courtland Methodist church, will preside and will introduce Mrs. Ober to the congregation. Members of the Commission on Christian Social Concerns are Mrs. B. A. Williams Jr., chairman, Mrs. R. A. Rawlings Jr., Mrs. R. C. Kinzie, Miss Owen Cobb, Mrs. Raymond Bodkin, and Mr. Roland Vaughan.

SUFFOLK NEWS-HERALD
February 18, 1962
Suffolk, Virginia

62-104277-2569
ENCLOSURE

Mr. Tolson	✓
Mr. Belmont	✓
Mr. Mohr	✓
Mr. Callahan	✓
Mr. Conrad	✓
Mr. DeLoach	✓
Mr. Evans	✓
Mr. Malone	✓
Mr. Rosen	✓
Mr. Sullivan	✓
Mr. Tavel	✓
Mr. Trotter	✓
Tele. Room	✓
Mr. Ingram	✓
Miss Gandy	✓

404 South "A" St.
Lompoc, Calif.
Feb. 16, 1962

J. Edgar Hoover
Federal Bureau of Investigation
Washington, D.C.

Dear Sir:

I have just finished reading your fine book "Masters of Deceit". Whereas I have read many more liberal and also more conservative writings on the subject of Communism in the past 20 years, none have been so clearly stated and effectively presented as the factual data you make available in your writing.

First of all I wish to say "thank you" for taking the time to compile this epistle for only through such publications will we the people know of this scheming enemy and know how to combat it.

Secondly, I wish to say "thank you" to Honorable Charles M. Teague, Member of Congress, for distributing this book to various key citizens of our land and last but not least I wish to say "thank you" to [redacted] Chief of the Lompoc Police Dept., for loaning me this book to read.

It is through the cooperation of such peace officers, every citizen, teacher, minister and also the leaders in every walk of life that this nation will remain free and with word and deed combat the underground enemy which seeks to destroy us.

As we pray for you each daily we will continue to ask God's blessing in your work.

Sincerely yours,

There's only one life,
I'll soon be past,
Only what's done,
For Christ, will last.

cc Congressman Charles M. Teague
cc [redacted] Chief Lompoc Police Dept.

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1962

Mr. & Mrs.

b6
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RE 6-7379

404 SOUTH A STREET
LOMPOC, CALIFORNIA

62-104277-2570
ENCLOSURE

REC-32

62-1077-2570

February 26, 1962

Mr. [redacted]
404 South A Street
Lompoc, California

Dear Mr. [redacted]

I received your letter of February 16th, with enclosure, and I want to thank you for your prayers.

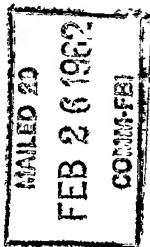
It was most considerate of you to comment so favorably on "Masters of Deceit." This book was written with the hope that it would help Americans gain insight into the devious methods and objectives of communism in the United States, and it was a pleasure to learn that you found it enlightening. In view of your interest, I am sending you, under separate cover, some literature dealing with the general topic of communism.

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b7c

Sincerely yours,

J. Edgar Hoover

FEB 26 2 32 PM '62
REC'D-READING ROOM
FBI



- 1 - Mr. DeLoach - (sent with cover memo)
- 1 - Mr. Adcock - Room 4724 - (sent direct)

USC Material

- 1 - The Faith To Be Free
- 1 - One Nation's Response to Communism
- 1 - The Communist Party Line
- 1 - 4-17-61 Internal Security Statement
- 1 - Communist Illusion and Democratic Reality

NOTE: See Morrel to DeLoach memo dated 2-26-62, captioned [redacted]
[redacted] 404 South A Street, Lompoc, California."

JH:rap

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Ingram _____
Gandy _____

UNITED STATES GOVERNMENT

Memorandum

TO : MR. TOLSON

DATE: 2/26/62

FROM : J. P. MOHR

SUBJECT:

District Manager
Hot Shoppes, Incorporated
Philadelphia, Pennsylvania

Tolson _____
Belmont _____
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Conrad _____
DeLoach _____
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I have met Mr. on a number of occasions through his brother-in-law, who is a friend of mine, and Mr. has always evidenced a deep and profound interest in the Bureau and has expressed great admiration and respect for the Director. He has indicated he would treasure a personally autographed copy of the Director's book, "Masters of Deceit." I have obtained a copy of the Director's book and I would appreciate it if he would personally autograph it to Mr. and return it to me for delivery to him.

A check of Bureau files reflects no identifiable derogatory information with Mr. Bureau serial dated July 8, 1942, reflects in connection with an Investigation of Government Employees, Internal Security - Hatch Act case, that very confidential information was received that a meeting of the Washington Committee for Democratic Action was held at the residence of publicity director for Secretary Ickes, at the old mansion house at the top of Klinge Road and Rock Creek Park on Saturday, May 23, 1942, from 5:00 to 9:00 P.M. An informant furnished a list of individuals who were in attendance at this meeting which included 4921 Georgia Avenue, N. W., who was further identified as a former employee of Hot Shoppes, Incorporated, and operating a cleaning establishment located at 5200 Georgia Avenue, N. W. It is not known whether this individual is, in fact, identical with the with whom I am acquainted but I can certainly say he evidenced no sympathy for anything communistic. As a matter of fact, he was extremely conservative and definitely anticommunist.

RECOMMENDATION:

It is recommended that the attached copy of the Director's book, "Masters of Deceit," be autographed to Mr. by the Director and returned to me for delivery to Mr. .

Enclosure
1 - M. A. Jones
JPM:hif (3)

MAR 1 1962

1962

Book autographed by Director
and sent to Mr. Mohr 2/27/62
JPM:ms

REG-91 62-104277-2571

FEB 28 1962

CRIME RESEARCH

February 28, 1962

Miss [redacted]
Manager
Subsidiary Rights Department
Rolt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

Dear Miss [redacted]

I am enclosing a copy of a letter received by Mr. Hoover from Mr. [redacted] Editor, Redwood City Tribune, Redwood City, California, and Mr. Hoover's reply of February 28, 1962. We would appreciate it if you would contact Mr. [redacted] with reference to this matter. For your information, the FBI has no objection in this regard.

Sincerely yours,

Clyde Tolson

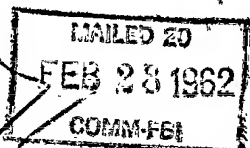
Enclosures (2)

NOTE: See letter to [redacted] same date.

JVA:bch

(5) [redacted]

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22619

REC-70 62-104277-2573

February 27, 1962

Mr. [REDACTED]
520 East North A Street
Gas City, Indiana

Dear Mr. [REDACTED]

Your letter postmarked February 20th, has been received, and I want to thank you for the indication of your support.

My book, "Masters of Deceit," was written with the hope it would help Americans gain insight into the devious methods and objectives of communism in the United States. It is a pleasure to learn that you found this book enlightening.

In response to your request, I am enclosing some literature dealing with the general topic of communism which I thought you would find pertinent at this time.

Sincerely yours,

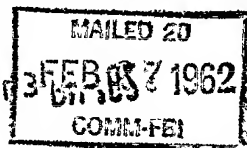
L. Edgar Hoover

Enclosures (5)

What You Can Do To Fight Communism
Let's Fight Communism Sanely!
Communist Illusion and Democratic Reality
The Communist Party Line
One Nation's Response To Communism

NOTE: Correspondent cannot be identified in Bufiles.

JH:lml
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GAS CITY, INDIANA

OFFICE OF
THE PRESIDENT

J. Edgar Hoover
Director,
Federal Bureau of Investigation
Washington 25, D. C.

Mr. Hoover,

I am writing to you because my eyes have been recently and graphically opened to the conquests that the Communist Party, U. S. A. has made and is making against our beloved homeland. I have read your book, Masters of Deceit, and was so impressed that I am giving copies of it to anyone who is interested enough to read it. So far, I have only been able to buy twenty copies, but these are all in good hands.

I am a member of a study group, studying Communism and how to fight it, and we would appreciate any material on the subject that you could send us.

Mr. Hoover, I feel that when we, the American people, awaken to the true situation and seriousness of this matter, we will be behind you one hundred per cent. I am now.

Thank you.

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